DOCUMENT RESUME

ED 225 319 EC 150 670

AUTHOR	Schutt, Marcia; Egelston-Dodd, Judy
TITLE	Catalyst: Handbook of Existing Career Education Programs and Facilitators.
INSTITUTION	Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	80
NOTE	94p.; Print in appendix is miniscule.
AVAILABLE FROM	OUTREACH, Pre-College Programs, Box 114, Gallaudet College, Washington, DC 20002 ($1.50).
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Career Education; *Change Agents; Deafness; *Demonstration Programs; Elementary Secondary Education; *Hearing Impairments; Program Descriptions; Program Development; Resource Materials; State Programs
IDENTIFIERS	*National Project on Career Education

ABSTRACT

The handbook presents a resource list of career education experts and successful career education programs with exemplary career education materials, to be used for planning career programs for deaf and hearing impaired students. It is explained that facilitators were trained as part of the National Project on Career Education (NPCE). After training, facilitators were responsible for offering training and consultation on career education in their local schools. It was found, however, that external agents of change were often needed to act as catalysts. Facilitators are identified in each state of the 10 Federal regions. Information on their position, address, education level, experience, handicap (if any) and interests or hobbies is given. Similar information is presented for the NPCE national training team. Contact persons for career education are listed by state, as are existing career education programs serving hearing impaired students. The final section presents summary data on 35 career education projects. (CL)

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C A T A L Y S T

National Project on Career Education

Handbook of Existing Career Education Programs and Facilitators

by Marcia Schutt, Intern,
Judy Egelston-Dodd, Coordinator

1980 Edition

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National Project on Career Education
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National Project on Career Education

Introduction

Cat-a-lyst /'ka-tə-ləst/ - one that precipitates a process or event, especially without being involved in or changed by the consequences

Introduction

In the Fall of 1979 the National Project on Career Education (NPCE)* trained 29 participant teams from schools or programs for hearing impaired students from 21 states to serve as career education facilitators. These teams of facilitators were committed to offer training and consulting on career education and planning skills in their home schools and then in local programs. It was within the context of implementation at the participants' home schools that the need for an external source of motivation and drive to stimulate the staff members to develop an institutional plan for career education was identified. An external agent of change was often required to serve as "catalyst" for the original momentum for change. This handbook represents a resource list of external CE experts, and successful CE programs with exemplary CE materials, which may precipitate planning for new, comprehensive career education programs for educators of the deaf, both within and outside the NPCE network.

Guidelines for Using a Catalyst

Change is hard to initiate and maintain because behaviors become part of a stable routine. The alteration of programs, materials and behaviors is disruptive, costly and painful, and may not live up to expectations. There are, however, certain methods and procedures proven to result in productive change and effective innovations. Research studies have unanimously identified five such principles (Bell, Wyant, and Schmuck, 1979):

1. collaborative planning of the career education program by all local participants,
2. mutual alteration of the innovation to meet the needs of local participants and conversely of the behaviors of participants to serve the innovative effort,
3. local development of a CE program (Packaged curriculums for career education *don't* work),
4. inservice training to ensure that participants can use the new CE strategies (both the technical skills and content as well as the skills of working together productively), and
5. explicit arrangements for institutionalization of the new CE program, including a reduction of dependency on external resource people and including technical assistance to participants as they incorporate the innovation into their routine activities.

* For further information concerning NPCE, refer to *Career Development for the Hearing Impaired: Proceedings of Two National Working Conferences* and *Evaluation of an Inservice Program: Summary Report on Intensive Training and Technical Assistance*, both available from Pre-College Programs, Gallaudet College, Kendall Green, Washington, D.C. 20002.

These five principles held true in numerous school studies, and no evidence was found to refute any of the principles. The lesson learned from this body of research is obviously pointed toward making the local participants as autonomous and independent as possible while incorporating an innovation like career education.

Why do we now provide in this volume a list of external resource people upon whom schools may depend to provide a motivational thrust?

People will accept low levels of satisfaction to protect themselves from failure when the risks of striving for higher levels are too great. An impending change threatens their level of satisfaction since there is no guarantee that the new ways will be more satisfying. An external change agent can explore those fears with school participants. By determining the current level of satisfaction and the desired level, and examining the probable effects of a new CE program on how these needs are satisfied, the facilitator can convince school participants that the benefits will be worth the disruption.

The spirit of risk taking can definitely be enhanced by the presence of a charismatic leader. An external agent must be able to create a common vision that is valued by a majority of the participants, to instill in them a sense of power and control over their own situation (individually and collectively), and a sense of urgency so that participants want to take initiative and expect immediate action. The talents of resident CE experts may not extend to the above skills.

Key resource people such as the facilitators listed here possess technical knowledge of career education and planning skills and the expertise to train others in the acquisition of that knowledge. If outside CE facilitators are readily available, schools are more likely to use them. However, schools must be weaned from dependency on the external CE facilitator's assistance as the innovation "takes." As certain faculty and staff gain additional knowledge and experience, they should be tapped to continue to provide assistance to less experienced educators. U.S. Office of CE director, Kenneth B. Hoyt (1974-79) has estimated that an enthusiastic 15 percent of a faculty body may constitute a critical mass for the change reaction, providing support and carrying along an additional seventy percent. The remaining 15 percent may never support career education wholeheartedly, but will generally go along with the majority action, rather than actively resist an institutionalized goal. The external catalyst can gradually withdraw assistance once the critical 15 percent acceptance is reached. The process or event (i.e., adoption of a comprehensive career education plan) will be precipitated, carried forward by its own momentum and the appropriate inservice training.

Alternatives
Deciding which kind of facilitator is most appropriate for a specific school's consulting or training needs will depend on the unique situational factors of each school.

State Coordinators: All state career education coordinators are obliged to disseminate information to any interested school regarding funding and guidance in proposal writing under the Career Education Incentive Act. However, some states have classified state schools and institutions as ineligible for these state allotment monies (e.g., New York State). These coordinators may also consult with schools regarding training; some actually deliver CE training themselves. Twenty one states have their own CE laws (Hill, 1979): Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, New Jersey, Ohio, Utah, Virginia and Washington. Interpretation of these laws for educators of the deaf will be provided by the state CE coordinators. Services of these state education agents is provided at no cost to the school. However, the quality and timeliness of service provided is reportedly variable among the states. You may encounter state coordinators who have little expertise or interest in working with handicapped populations.

NPCE Facilitators: Also at the state level, the CE facilitators trained by NPCE represent a highly appropriate, experienced cadre of educators of the deaf. Whatever these facilitators may lack in polished delivery skills is more than compensated for in their background in career development of deaf students, and enthusiasm for planned change. They have been provided with the training materials needed to offer an 18-hour intensive inservice program in career education and planning skills and general technical assistance follow-up. Their services may cost a local school the price of substitute teachers to cover their classes during the training, but they are generally able to support their own travel within state. Many of the NPCE facilitators in the 21 participant states will be ready and available to provide ripple workshops to local school beginning Fall, 1980. Requests should be directed to the CE team leader.

National Team: The national training team for NPCE has expertise in training and consulting with educators of the deaf and experience in the career development of deaf learners. Except when working with the participant NPCE schools, the national trainers' services would have to be arranged individually on a fee basis covering honorarium, travel costs, etc. NPCE national trainers will generally urge requesting schools to contact their state NPCE teams for their training and consulting needs. However, if the state CE team is unable to assist a local school, and if the requesting school has the resources to buy their services, individual NPCE trainers are available to train and consult.

Participant NPCE schools which desire the services of an on-site consultant from the NPCE national team should contact the project coordinator, Judy Egelston-Dodd, by phone, and a formal technical assistance (TA) request process will be initiated. The service is free to participant schools whose only obligation is provision of meals, lodging and school-to-airport transportation.

A Caveat

It is important to conclude with a word of warning. Change isn't always possible, or even desirable. Some changes even for career education are worthy ideas that don't fit a particular school, or teacher at a particular time. Or they may not be worth the cost and energy needed for implementation. Our purpose is not to provide a "sure thing" in offering these catalysts. Some resistance to change is healthy and appropriate, and the wise rejection of an ill-conceived innovation may be a real "success story." However, the decision to adopt or reject changes should be based on a systematic and shared decision making process.

The purpose of this handbook is to provide resources to assist schools which are ready to plan for a new, comprehensive career education program. There are four sections to this handbook. The first provides a list of the NPCE facilitators who were trained at the four 1979 regional workshops for CE facilitators. The second section lists the national NPCE trainers. Section three contains a list of the state CE coordinators, and the last section has an alphabetical listing by school of the 24 schools which responded to a national survey on existing CE programs for the deaf.

The appendix of the handbook contains the actual response data from the survey, with the contact person for each school.

It is planned that this handbook will be reprinted after the 1980 regional workshops for CE facilitators are completed. This update will list an additional 25-30 school teams. The survey may also be repeated in the hopes that more highly useful data will be available at that later date.

References

Bell, W.E.; S.H. Wyand and R.A. Schmuck. *Diagnosing a School's Readiness for Change*. Central California Facilitator Project: Santa Clara, CA, 1979.

Hill, W.G. *An Overview of State Career Education Laws*. Report No. 119, Education Commission of the States: Denver, CO, 1979.

Hoyt, K.B. *Monographs on Career Education*. U.S.D.H.E.W., U.S. Government Printing Office: Washington, D.C. 1974-79.

National Project on Career Education

NPCE Facilitators

National Project on Career Education
REGIONS

I. Connecticut*
Maine*
Massachusetts*
New Hampshire
New York*
Rhode Island*
Vermont

II. Delaware
Maryland
New Jersey*
Pennsylvania*
Virginia
Washington, D.C.*
West Virginia

III. Illinois*
Indiana*
Michigan*
Missouri*
Ohio*
Tennessee*
Wisconsin*

IV. Arizona*
California*
Colorado*
Hawaii
Nevada*
New Mexico*

V. Iowa
Kansas
Minnesota
Nebraska
North Dakota
South Dakota

VI. Alaska
Idaho
Montana
Oregon
Washington
Wyoming

VII. Arkansas
Louisiana
Oklahoma
Texas

VIII. Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina

* Regional Workshop 1979, Technical Assistance 1980

National Project on Career Education

FACILITATORS

Region I

CONNECTICUT

American School for the Deaf

Albert W. Darby
Assistant Principal-H.S. Dept.
American School for the Deaf
139 N. Main St.
West Hartford, CT 06107

Education level: M.A. + 6
Years experience in education: 20
in present position: 5
in career education: 3
in deaf education: 20
Handicap: Hearing impaired

Douglas A. Moody, Team Leader
Asst. Director, Voc. Ed./Guidance Counselor
American School for the Deaf
139 N. Main St.
West Hartford, CT 06107

Education level: M.A.
Years experience in education: 4
in present position: 2
in career education: 2
in deaf education: 4
Interests/hobbies: golf, woodworking, music

Elaine Wiltsie
Vocational Evaluation
American School for the Deaf
139 N. Main St.
West Hartford, CT 06107

Education level: B.A. + 12
Years experience in education: 3
in present position: 1
in career education: 3
in deaf education: 1

MAINE

Governor Baxter School for the Deaf

Robert E. Kelly
Asst. Supt.-Director of Academic Affairs
Gov. Baster School for the Deaf
P.O. Box 799, Mackworth Island
Portland, ME 04104

Education level: M.A.
Years experience in education: 26
in present position: 15
in career education: 5
in deaf education: 23
Interests/hobbies: travel, photography, gardening, people

David R. Sinett, Team Leader
Counselor
Gov. Baxter School for the Deaf
P.O. Box 799, Mackworth Island
Portland, ME 04104

Education level: M.A.
Years experience in education: 1
in present position: 1
in career education: 1
in deaf education: 1
Interests/hobbies: tennis, raquetball, writing, reading, camping and travel

Arthur O. Washburn
Weld County School District 6
811 15th Street
Greeley, CO 80631

Education level: M.A. + 15
Years experience in education: 22
in present position: new
in deaf education: 22
Interests/hobbies: painting, drama, tennis

Robert C. Wolfenden
Teacher, Industrial Arts
Gov. Baxter School for the Deaf
P.O. Box 799, Mackworth Island
Portland, ME 04104

Education level: B.A.
Years experience in education: 5
in present position: 1
in deaf education: 1
Interests/hobbies: cross country skiing, camping, travel, sports

MASSACHUSETTS

Boston School for the Deaf

Patricia A. Bryant, Team Leader
Curriculum Coordinator
Boston School for the Deaf
800 N. Main St.
Randolph, MA 02368

Education level: M.A. + 15
Years experience in education: 12
in present position: 2
in career education: 1
in deaf education: 12
Interests/hobbies: traveling, crafts

Janine H. Fazioli
Teacher, Distributive Ed.
Boston School for the Deaf
800 N. Main St.
Randolph, MA 02368

Education level: B.A.
Years experience in education: 2
in present position: 1
in career education: 2
in deaf education: 1

Wm. J. Keough
Vocational Ed.
Boston School for the Deaf
800 N. Main St.
Randolph, MA 02368

Jeanne A. Thompson
Teacher, Secondary level Home Economics and Vocational Education
Boston School for the Deaf
800 N. Main St.
Randolph, MA 02368

Education level: B.A.
Years experience in education: 4
in present position: 2
in career education: 4
in deaf education: 2
Handicap: Hearing-impaired
Interests/hobbies: Sports, music, reading (history)

NEW YORK

Mill Neck Manor School for the Deaf

Louis W. Frillmann, Team Leader
Director of Curriculum
Mill Neck Manor
Mill Neck, N. Y. 11765

Education level: M.A. + 40
Years experience in education: 29
in present position: 3
in career education: 11
in deaf education: 11

James McCarthy
Guidance Counselor-Junior High
Mill Neck Manor
Mill Neck, N. Y. 11765

Education level: M.A. + 55
Years experience in education: 7
in present position: 1
in career education: 2
in deaf education: 7
Interests/hobbies: sports, fishing, travel, audio-video equipment, sign language

Peter W. Minnick
Teacher, Independent Living Skills
Work Experience Coordinator
Mill Neck Manor
Mill Neck, N. Y. 11765

Education level: M.A. + 30
Years experience in education: 14
in present position: 1
in career education: 2
in deaf education: 14
Handicap: Hearing impaired
Interests/hobbies: fishing, golf, paddle tennis, skiing

Judith I. Ruderman
Counseling
Mill Neck Manor
Mill Neck, N. Y. 11765

Education level: M.A., M.S.
Years experience in education: 2
in present position: 2
in career education: 2
in deaf education: 2
Interests/hobbies: reading, music, art, crafts, travel

NEW YORK

Rochester School for the Deaf

Joan M. Dickson
Director of Residence
Rochester School for the Deaf
1545 St. Paul St.
Rochester, N. Y. 14621

Education level: M.A.
Years experience in education: 7
in present position: 4
in deaf education: 7
Handicap: Hearing impaired
Interests/hobbies: reading, plants, drama

P. K. Heffernan, Team Leader
Curriculum & Career Development Coordinator
Rochester School for the Deaf
1545 St. Paul St.
Rochester, N. Y. 14621

Education level: M.A.
Years experience in education: 11
in present position: 3
in career education: 5
in deaf education: 11
Interests/hobbies: pursuing doctorate, ski patrol

Ed. Niedzialek
Supervisor Voc. Ed. and Off Campus Programs
Rochester School for the Deaf
1545 St. Paul St.
Rochester, N. Y. 14621

Education level: B.A. + 50
Years experience in education: 14
in present position: 10
in career education: 5
in deaf education: 14
Interests/hobbies: tennis, golf, making furniture, backgammon

Larry H. Scofield
Vocational Guidance Counselor
Rochester School for the Deaf
1545 St. Paul St.
Rochester, N. Y. 14621

Education level: M.A.
Years experience in education: 23
in present position: 4
in career education: 2
in deaf education: 23
Handicap: Hearing impaired
Interests/hobbies: hunting, fishing, community service

NEW YORK

St. Mary's School for the Deaf

Marilyn Amo
Teacher, Math & Science
St. Mary's School for the Deaf
2253 Main Street
Buffalo, NY 14214

Education level: M.A.
Years experience in education: 8
in present position: 3
in deaf education: 3
Interests/hobbies: photography, plants, crafts

Martin Florsheim
Supervising Teacher, Secondary Dept.
St. Mary's School for the Deaf
2253 Main Street
Buffalo, NY 14214

Education level: M.A. + 16
Years experience in education: 5
in present position: 2
in deaf education: 5
Handicap: Hearing impaired
Interests/hobbies: volleyball, stamp collection

Sam Taneff, Team leader
Vocational Principal
St. Mary's School for the Deaf
2253 Main Street
Buffalo, NY 14214

Sister Loretta Young
Supervising Teacher- Elementary Dept.
St. Mary's School for the Deaf
2253 Main Street
Buffalo, NY 14214

Education level: M.A. (2)
Years experience in education: 29
in present position: 19
in deaf education: 29
Interests/hobbies: camping, biking, gardening

RHODE ISLAND

Rhode Island School for the Deaf

James F. Cooney, Team Leader
Supervising Teacher
Rhode Island School for the Deaf
Providence, RI 02908

Education level: M.A.
Years experience in education: 17
in present position: 7
in deaf education: 17
Interests/hobbies: golf, sports

Victor Milroy
Sr. Voc. Rehab. Counselor
Vocational Rehabilitation of R.I.
Rhode Island School for the Deaf
Providence, RI 02908

Education level: M.A.
Years experience in education: 9
in present position: 9
in deaf education: 5
Interests/hobbies: music, hiking, sailing, scouting

Geri Tebo
Rehabilitation Counselor
Rhode Island Division of
Vocational Rehabilitation
Rhode Island School for the Deaf
Providence, RI 02908

Education level: M.A.
Years experience in education
in present position: 6
Interests/hobbies: piano, writing

David B. Vryhof
Elementary Teacher
Rhode Island School for the Deaf
Providence, RI 02908

Education level: M.A.
Years experience in education: 5
in present position: 1
in deaf education: 4
Interests/hobbies: music, running, reading

Region II

DISTRICT OF COLUMBIA

Kendall Demonstration Elementary School

Lynn Gelzer
Kendall Demonstration Elem. School
Kendall Green, Washington, D.C. 20002

Carl J. Kirchner
California State University- Northridge
18111 Nordhoff Street
Northridge, CA 91330

Education level: M.A. + 30
Years experience in education: 20
in present position: new
in deaf education: 20

Ben F. Provance, Team leader
Coordinator for Career Education
Kendall Demonstration Elementary School
Kendall Green, Washington, D.C. 20002

Education level: M.A. + 9
Years experience in education: 15
in present position: 1
in career education: 4
in deaf education: 11
Interests/hobbies: reading, food, collecting art work

Ingrid Willenz-Isaacs
Kendall Demonstration Elem. School
Kendall Green, Washington, D.C. 20002

DISTRICT OF COLUMBIA

Model Secondary School for the Deaf

Carol Beckman
Supervising teacher
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002

JoAnn L. Brown
Counseling
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002

Education level: M.A.
Years experience in education: 10
in present position: 2
in career education: 5
in deaf education: 2
Interests/hobbies: fiber arts, fine arts, kids, renovation/restoration, skiing

Dennis Downey
English teacher
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002

Education level: M.A.
Years experience in education: 11
in present position: 2
in career education: 4
in deaf education: 11

Deborah D. Elliott
Resident Advisor for Seniors
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002

Education level: M.A. + 90
Years experience in education: 1
in present position: 1
in career education: 1
in deaf education: 6
Handicap: Hearing impaired
Interests/hobbies: reading, photography, arts and crafts

Rosie C. Freeman
Coordinator, Admissions and Records
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002

Years experience in education: 9
in present position: 1
in deaf education: 9
Interests/hobbies: reading, sewing, crafts

Robert Mobley, Team leader
Principal
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002

20

PENNSYLVANIA

Pennsylvania School for the Deaf

Joseph Balkovec, Team Leader
Staff Support: Work/ Study Coordinator
Pennsylvania School for the Deaf
7500 Germantown Ave.
Philadelphia, PA 19119

Education level: M.A.
Years experience in education: 3
in present position: 1
in career education: 3
in deaf education: 3
Interests/hobbies: Tennis, travel, photography

Kerry Goldstein
Teacher, T.A.S.C. Independent Living Skills
Pennsylvania School for the Deaf
7500 Germantown Ave.
Philadelphia, PA 19119

Education level: B.A.
Years experience in education: 4
in present position: 4
in deaf education: 4
Interests/hobbies: Music, dance, art, camping, sports (swimming, baseball football)

Margaret Quinn
Dormitory Counselor
Pennsylvania School for the Deaf
7500 Germantown Ave.
Philadelphia, PA 19119

Years in present position: 1
Interests/hobbies: Sports, reading

Donald E. Rhoten
Assistant Headmaster
Pennsylvania School for the Deaf
7500 Germantown Ave.
Philadelphia, PA 19119

Education level: M.A. + 32
Years experience in education: 8
in deaf education: 8
Handicap: Hearing impaired
Interests/hobbies: tennis, skiing, camping

Jill F. Schwartz
Teacher, English, Reading - Upper School
Pennsylvania School for the Deaf
7500 Germantown Ave.
Philadelphia, PA 19119

Education level: M.A.
Years experience in education: 4
in present position: 4
in deaf education: 4
Interests/hobbies: tennis, reading, needlepoint

PENNSYLVANIA

Scranton State School for the Deaf

Dorothy M. Bambach
School Counselor
Scranton State School for the Deaf
1800 N. Washington Avenue
Scranton, PA 18509

Educational level: M.A. + 40
Years experience in education: 10
in present position: 4
in career education: 4
in deaf education: 10
Interests/hobbies: plants, piano

Marilyn Galloway
IEP/Career-Vocational Education Specialist
Scranton State School for the Deaf
1800 N. Washington Avenue
Scranton, PA 18509

Educational level: M.A.
Years experience in education: 15
in present position: 1
in career education: 10
in deaf education: 12
Interests/hobbies: lots

Victor H. Galloway, Team leader
Superintendent
Scranton State School for the Deaf
1800 N. Washington Avenue
Scranton, PA 18509

Education level: Doctorate
Years experience in education: 14
in present position: 1
in career education: 11
in deaf education: 14
Handicap: hearing impaired
Interests/hobbies: public relations
advocacy (deafness)

Gary H. Shoener
Teacher, Sec. Ed. - Math
Scranton State School for the Deaf
1800 N. Washington Avenue
Scranton, PA 18509

Education level: M.A.
Years experience in education: 5
in present position: 5
in deaf education: 5
Interests/hobbies: tennis, skiing

Region III

ILLINOIS

Low Interest Cooperative Agreement (LICA)

Gail T. Bedessem, Team Leader
Teacher, Career/Vocational
John Hersey High School
Arlington Heights, IL 60004

Education level: M.A.
Years experience in education: 5
in present position: 5
in career education: 5
in deaf education: 6
Interests/hobbies: theater, film
swimming, dancing

Rhonda Goldstein
Support Staff, Social Work
Niles High School
Niles, IL 60648

Education level: M.A.
Years experience in education: 1
in present position: 1

Karen O'Conner
Teacher, Hearing Impaired-Social Studies
River Trails Jr. High
Mt. Prospect, IL 60056

Education level: M.A.
Years experience in education: 11
in present position: 7
in career education: 3
in deaf education: 11
Interests/hobbies: reading, cooking,
coaching cross country

ILLINOIS

Whitney Young High School

Philip Boudreau, Team Leader
Teacher, Prevocational
Self Contained Class
Whitney Young H.S.
Chicago, IL 60607

Education level: B.A. + 16
Years experience in education: 7
in present position: 5
in career education: 2
in deaf education: 7
Interests/hobbies: magic, computers (CAI)

Juanita C. Dyson
Teacher, Prevocational
Self Contained Class
Whitney Young H.S.
Chicago, IL 60607

Education level: M.A.
Years experience in education: 16
in present position: 4
in career education: 2
in deaf education: 11
Interests/hobbies: camping and outdoor activities, sewing, reading, gardening

Linda B. McElhany
Guidance Counselor
Whitney Young H.S.
211 S. Laflin
Chicago, IL 60607

Education level: M.A. + 3
Years experience in education: 6
in present position: 3
in career education: 3
in deaf education: 6

Roger G. Stewart
Teacher, Industrial Education
Whitney Young H.S.
211 S. Laflin
Chicago, IL 60607

Education level: M.A. + 20
Years experience in education: 16
in present position: 5
in career education: 5
in deaf education: 5
Interests/hobbies: Photography, bowling

INDIANA

Indiana School for the Deaf

Norman Beam
Supervising Teacher
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, IN 46205

Education level: M.A. + 65
Years experience in education: 12
in present position: 2
in deaf education: 11

Linda Lee Lloyd
Teacher, Business Education
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, IN 46205

Education level: M.A.
Years experience in education: 7
in present position: 6
in deaf education: 6
Interests/hobbies: sports, music

Stephen Dee Rifner
Coordinator of Interdisciplinary
Coop Training
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, IN 46205

Education level: M.A. + 12
Years experience in education: 8
in present position: 3
in career education: 3
in deaf education: 5
Interests/hobbies: sports, photography
camping, other outdoors

Nancy J. Smith, Team Leader
Vocational Psychologist
Indiana School for the Deaf
1200 E. 42nd Street
Indianapolis, IN 46205

Education level: Doctorate
Years experience in education: 21
in present position: 1
in deaf education: 3
Interests/hobbies: music, golf,
horseback riding

MICHIGAN

Michigan School for the Deaf

Janice I. Blanck, Team Leader
Vocational Specialist, Counseling,
Job Placement
Michigan School for the Deaf
W. Court and Miller Rd.
Flint, MI 48502

Education level: M.A. + 5
Years experience in education: 8
in present position: 2
in career education: 2
in deaf education: 8

Janet Henry
Teacher
Michigan School for the Deaf
W. Court and Miller Rd.
Flint, MI 48502

Education level: B.A. + 14
Years experience in education: 12
in deaf education: 12

James L. Mall
Vocational Education Teacher
Michigan School for the Deaf
W. Court and Miller Rd.
Flint, MI 48502

Education level: M.A. + 10
Years experience in education: 24
in present position: 24
in career education: 5
in deaf education: 24
Interests/hobbies: jogging, swimming,
most sports

Jerri L. Rose
Teacher, Bus. Educ. Voc. Evaluation
Michigan School for the Deaf
W. Court and Miller Rd.
Flint, MI 48502

Education level: M.A.
Years experience in education: 15
in present position: 14
in career education: 15
in deaf education: 14
Interests/hobbies: crocheting, bowling,
most crafts

MISSOURI

Missouri School for the Deaf

Joe Ready
Voc. Teacher, Painting & Furniture Refinishing
Missouri School for the Deaf
Fulton, MO 65251

Education level: B.A. + 20
Years experience in education: 4
in present position: 2
in career education: 2
in deaf education: 2
Interests/hobbies: automobiles, home repair, stamps, fish-aquariums

Eldon E. Shipman, Team leader
Vocational Principal
Missouri School for the Deaf
Fulton, MO 65251

MISSOURI

St. Louis Special School District

Harry Bahr, Team Leader
Spec. School Dist. of St. Louis County
12110 Clayton Road
Town's Country, MO 63131

Darrell D. Ellsworth
Supervisor, T.C. Program/Deaf and Blind Program
Litzsinger School
St. Louis, MO 63124

Education level: M.A.
Years experience in education: 17
in present position: 9
in deaf education: 17
Interests/hobbies: Interpreting for the Deaf

Betsy Frick
Career Ed. Resource Teacher
Special School District
Central County School
10900 Ladue Rd.
St. Louis, MO 63141

Education level: M.A.
Years experience in education: 14
in present position: 2
in career education: 2
in deaf education: 12

Arthur L. Kelley
Supervisor/Speech, Language Development
Hudson School
St. Louis, MO 63119

Education level: M.A.

Kay Kiernan
Hearing Clinician
Special School District
Central Office
St. Louis, MO 63141

Education level: M.A.
Years experience in education: 12
in present position: 1
in deaf education: 12
Interests/hobbies: reading

OHIO

St. Rita School for the Deaf

Gregory Ernst, Team Leader
Teacher; English, Government
St. Rita School for the Deaf
Cincinnati, OH 45215

Ruthanne Grant
Guidance Counselor
St. Rita School for the Deaf
1720 Glendale Milford
Cincinnati, OH 45215

Education level: M.A. + 9
Years experience in education: 18
in present position: 3
in career education: 9
in deaf education: 3
Interests/hobbies: dancing, music, reading

Peggy Kenney
Teacher, Math, Science, Home Economics
St. Rita School for the Deaf
1720 Glendale Milford
Cincinnati, OH 45215

Education level: M.A. + 16
Years experience in education: 11
in present position: 7
in career education: 5
in deaf education: 7
Interests/hobbies: theater, volleyball, sports, needlepoint

Janice L. Melfi
Teacher, English
St. Rita School for the Deaf
1720 Glendale Millford
Cincinnati, OH 45215

Education level: M.A.
Years experience in education: 9
in present position: 4
in career education: 2
in deaf education: 9
Interests/hobbies: piano, crafts, volleyball, raquetball, antiques

TENNESSEE

Memphis City School District

Elaine B. Friedman, Team leader
Teacher, Job Readiness
White Station High
Memphis, TN 38117

Education level: M.A.
Years experience in education: 5
in present position: 5
in career education: 5
in deaf education: 5
Interests/hobbies: reading, crocheting, needlepoint

Neal Newland
State Dept. of Education Counselor
Div. of Voc. Rehab. RCD
State Office Building, 8th Floor
170 North Main Street
Memphis, TN 38103

Education level: M.A.
Years experience in education: 5
in voc. rehab.: 11
Interests/ hobbies: amateur radio, gardening (veg).

Queen T. Smith
Elementary Teacher
Lincoln Elementary School
Memphis, TN 38106

Education level: M.A.
Years experience in education: 12
in present position: 12
in deaf education: 12
Interests/hobbies: traveling, cooking

WISCONSIN

Wisconsin School for the Deaf

Dagny D. Bergstrom, Team Leader
Academic Supervisor
Wisconsin School for the Deaf
Delavan, WI 53115

Education level: M.A. + 36
Years experience in education: 17
in present position: 4
in deaf education: 17
Interests/hobbies: reading, folk dancing, photography, silversmithing, art

Region IV

ARIZONA

Phoenix Day School for the Deaf

Karol R. Brecheisen
Elementary teacher
Phoenix Day School for the Deaf
Phoenix, AZ 85021

Education level: M.A. + 30
Years Experience in education: 8
in present position: 3
in deaf education: 8
Interests/hobbies: swimming, piano singing, photography, reading

Donna L. Farman
Support Staff-Childrens' literature & Special teaching/all levels
Phoenix Day School for the Deaf
Phoenix, AZ 85021

Education level: B.A.
Years Experience in education: 24
in present position: 1½
in deaf education: 24
Interests/hobbies: swimming,crafts, sports

Yita Harrison
Teacher,Language, Reading, Social Studies
Phoenix Day School for the Deaf
Phoenix, AZ 85021

Education level: B.A. + 35
Years Experience in education: 20
in present position: 8
in deaf education: 20
Handicap: Hearing impaired
Interests/hobbies: Reading, cards, needlecraft

Janet Miracle, Team leader
Supervising Teacher Elementary & PreSchool
Phoenix Day School for the Deaf
Phoenix, AZ 85021

Education Level: M.A. + 81
Years Experience in education: 13
in present position: 3
in career education: 7
in deaf education: 10

CALIFORNIA

California School for the Deaf
Fremont

Michael R. Finneran
Student Program Coordinator
California School for the Deaf-Fremont
39350 Gallaudet Drive
Fremont, CA 94538

Education Level: M. A.
Years experience in education: 6
in present position: 1
in deaf education: 6
Handicap: Hearing impaired
Interests/hobbies: golfing, reading

Vincent Irwin
Teacher: Language Arts, Social Studies
California School for the Deaf- Fremont
39350 Gallaudet Drive
Fremont, CA 94538

Education level: M.A.
Years experience in education: 19
in present position: 2
in career education: 2
in deaf education: 19
Interests/hobbies: fishing, reading, gardening, refinishing furniture

Marcia Rothstein, Team Leader
Work Study Coordinator
California School for the Deaf- Fremont
39350 Gallaudet Drive
Fremont, CA 94538

LaVerne Schlutt
Teacher-Vocational Sewing
California School for the Deaf- Fremont
39350 Gallaudet Drive
Fremont, CA 94538

Education level: M.A. + 15
Years experience in education: 15
in present position: 3
in deaf education: 3
Interests/hobbies: Music, crafts

Dan Leinbach
Career Education Coordinator
California School for the Deaf - Riverside
3044 Horace St.
Riverside, CA 92506

Education level: M.A. + 45
Years experience in education: 17
in present position: 1
in career education: 1
in deaf education: 17
Interests/hobbies: woodworking, summer residential camping.

Denyse J. Raskin
Guidance Counselor
California School for the Deaf - Riverside
3044 Horace St.
Riverside, CA 92506

Education level: M.A. + 16
Years experience in education: 8
in present position: 1
in career education: 1
in deaf education: 5
Interests/hobbies: traveling, cooking, reading, dancing, horseback riding, meeting new people

Steven A. Shouse, Team leader
Vocational Principal
California School for the Deaf - Riverside
3044 Horace St.
Riverside, CA 92506

Education level: M.A. + 7
Years experience in education: 12
in present position: 4
in career education: 3
in deaf education: 12
Interests/hobbies: woodworking, biking, jogging, coaching youth sports

CALIFORNIA

SELACO - Downey High School

Bob Howell
Principal
SELACO - Downey High School
Downey, CA 90241

Education level: Doctorate
Years experience in education: 14
in present position: 1
in career education: 10
in deaf education: 10
Interests/hobbies: jogging, good food, art, reading, travel

Leonard Meyer
Teacher, Middle, Jr. High
SELACO - Downey High School
Downey, CA 90241

Education level: M.A.
Years experience in education: 13
in present position: 10
in career education: 3
in deaf education: 13
Interests/hobbies: Social service, cars, photography
Handicap: Hearing impaired

Sheri Nesses
Support Staff,placement, career guidance
SELACO - Downey High School
Downey, CA 90241

Education level: M.A.
Years experience in education: 18
in present position: 2
in career education: 2
in deaf education: 1
Interests/hobbies: jogging, tennis

Carolyn Rowland, Team leader
Teacher, Work Experience/Coordinator
SELACO - Downey High School
Downey, CA 90241

Education level: M.A. + 9
Years experience in education: 12
in present position: 5
in career education: 10
in deaf education: 10
Interests/hobbies: China painting, tennis, running

COLORADO

Colorado School for the Deaf

Glenn Frakes
Supervisor, vocational program
Colorado School for the Deaf
Kiowa and Institute Sts.
Colorado Springs, CO 80903

Education level: M.A.
Years experience in education: 29
in present position: 15
in career education: 15
in deaf education: 15
Interests/hobbies: Fishing, Furniture repair

Cathy Metz-Tropiano
Teacher, Special Needs-Lower School
Colorado School for the Deaf
Kiowa and Institute Sts.
Colorado Springs, CO 80903

Education level: M.A. + 32
Years experience in education: 3
in present position: 2
in deaf education: 3
Interests/hobbies: outdoor activities

Nathan E. Sims (Nick), Team leader
Teacher, Industrial Arts
Colorado School for the Deaf
Kiowa and Institute Sts.
Colorado Springs, CO 80903

Education level: Bachelor's
Years experience in education: 7
in present position: 7
in deaf education: 7
Interests/hobbies: golf, bowling, calligraphy, woodworking, art

Lew Edwards
Vocational Counselor
Clark County
Las Vegas, NV 89109

Education level: M.A.
Years experience in education: 20
in present position: 8
in career education: 8
Interests/hobbies: jogging, sports

Louella J. Keenan
Teacher, Deaf-T.C. Intermediate
Ruby S. Thomas Elementary
Las Vegas, NF 89106

Education level: M.A.
Years experience in education: 3
in present position: 3
in career education: 3
Interests/hobbies: reading, sewing and hand crafts, cooking, limited plant work

Debra L. Payne
Teacher, Language and resource
Orr Jr. High
Las Vegas, NV 89109

Education level: B.A. + 20
Years experience in education: 3
in present position: 3
in deaf education: 3
Interests/hobbies: sports, sewing

Helen L. Smith, Team leader
Coordinator, Deaf and Hard of Hearing Program
1560 E. Cherokee Lane
Las Vegas, NV 89109

Education level: M.A.
Years experience in education: 16
in present position: 2
in deaf education: 13
Interests/hobbies: needlepoint, crochet, gardening

NEW MEXICO

New Mexico School for the Deaf

Lynnann Barbero
Teacher, Reading-Elementary Subjects
New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, New Mexico 87501

Education level: B.A. + 12
Years experience in education: 4
in present position: 4
in deaf education: 4
Interests/hobbies: reading, cooking, embroidery, sports

Betty Bell-Amarant, Team leader
Support Staff, Guidance counselor
New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, New Mexico 87501

Education level: M.A. + 10
Years experience in education: 3
in present position: 2
in deaf education: 3
Interests/hobbies: skiing, hiking, reading, handwork

Robert M. Edwards
Supervising teacher, Jr./Sr. HS.
New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, New Mexico 87501

Education level: M.A. + 30
Years experience in education: 18
in present position: 5
in career education: 3
in deaf education: 18
Interests/hobbies: skiing, music, hiking

Deborah Kruhm
Teacher/Home Economics & Personnel Family Life
New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, New Mexico 87501

Education level: M.A.
Years experience in education: 11
in present position: 10
in deaf education: 10
Interests/hobbies: sewing, gardening

Bradford B. Blair
Dean of Students,T.C. Div.-
Residential
Utah School for the Deaf
846 20th Street
Ogden, Utah 84401

Education level: A.A.
Years experience in education: 1
in present posttion: 1
in deaf education: 1
Interests/hobbies: reading, music, travel, swimming

Robert W. Fletcher, Team leader
Curriculum Coordinator/Career Education
Utah School for the Deaf
846 20th Street
Ogden, Utah 84401

Education level: M.A. + 70
Years experience in education: 18
in present position: 13
in career education: 13
in deaf education: 16
Interests/hobbies: art, reading, tennis, swimming, sight seeing

Claron B. Haglund
Teacher, Home Economics
Utah School for the Deaf
846 20th Street
Ogden, Utah 84401

Education level: B.A. + 45
Years experience in education: 20
in present position: 12
in career education: 20
in deaf education: 12
Interests/hobbies: reading

Nancy Jacobsen
Teacher, Jr. High
Churchill Jr. High
1600 E. 480 Street
Salt Lake City, Utah

Education level: M.A.
Years experience in education: 4
in present position: 1
in deaf education: 4

National Project on Career Education

NPCE National Training Team

NPCE

Regional Workshops and Trainers
Fall 1979

Region	Host Site	Dates	Trainers
I	Rochester, N. Y.	Sept. 30-Oct.4	Judy Egelston-Dodd Jinny Johnson Harry Lang Ed Maruggi
II	Washington,D.C.	October 14-18	Judy Egelston-Dodd Jim Kersting Harry Lang Ed Maruggi Vivian Rice
III	St. Louis, MO	November 6-10	Marie Egbert Judy Egelston-Dodd Jim Kersting Harry Lang Rich Steffan
IV	Berkeley, CA	November 16-20	Jake Arcanin Marianne DeLuca Marie Egbert Judy Egelston-Dodd Jinny Johnson Ed Maruggi Rich Steffan Vivian Rice

NATIONAL PROJECT ON CAREER EDUCATION

TRAINING TEAM

Jake Arcanin
Assistant Superintendent
California School for the Deaf-
Fremont
39350 Gallaudet Drive
Fremont, CA 94538

Karen Conner
Associate Professor
Division of Business Careers
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623

Education:

Doctoral candidate, SUNY at Buffalo
M.A.(Special Ed.) Ball State Univ.
B.S.(Speech & Hearing Therapy)Ball SU

Experience:

Assoc. Prof. NTID, 1971 to present
Coordinator, 1967-1971
Business Tchr., 1967-1971
Adjunct Instr., 1972

Interests:

Racquetball, crafts, women's softball, reading

Marianne DeLuca
Curriculum Coordinator
California School for the Deaf-
Fremont
39350 Gallaudet Drive
Fremont, CA 94538

Education:

M.S. (Curriculum) California SU-Hayward
30 units (Educ) Ohio SU-Columbus, California SU-San Francisco & Hayward
B.S. (Speech Therapy)Bowling Green U

Experience:

Coord. of Curric. Dev. Workshops, all areas, 1976-79
Curric. Coord.: Supervisor, 1976-79
California School for the Deaf, Berkele
H.S. Adjustment Tchr., 1972-76, California School for the Deaf
Classroom Teacher of the Deaf, 1952-72; CA, OH, Barstow, Jr. H.S., Occoquan H.S.

Interests:

Writing language materials for and increasing career level aspirations of deaf students, collecting antiques/studying fine art, tennis, skiing

Marie Egbert
Ph.D. Candidate-Colorado State Univ.
404 Duke Lane
Fort Collins, CO 80525
Education:
PH.D. in porgress(Voc.Ed.) Colorado SU
Master of Education-Colorado State U.
Grad. courses: E.Wash.Univ.; Gallaudet; Black Hills St. College; Colorado SU
U. of Colorado Springs; Adams St. College
B.S.(Math Ed.,) Augustana College

Experience:
Tchr. SD School for the Deaf
Tchr. CO School for the Deaf & Blind
Sign Lang. Tchr.-CO, TV news Broadc. & interpreting-Spokane, WA, Interpreting-SD,CO & WA, Consultant-Science Prog.-Jr.HS for hearing impaired-Fort Collins, CO

Interests:
Backpacking, cross country skiing, travel, jogging, sign language improvement & development, cooking, religious activities

Judy Egelston-Dodd
Coordinator, MSSD/NTID NPCE
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623
Education:
Ed.E.(Science Ed.)SUNY at Buffalo
M.S.(Biology)SUNY at Albany
B.S.(Biology)SUNY at Albany
National Science Foundation Instit.

Experience:
Curriculum Developer, 1975-78
Project Coord. Inservice Trng., U. of Rochester, 1974-75
Proj.Coord., Rochester SD, 1973-74
Assist. Prof., SUNY-Geneseo, 1970-73
Instr., SUNY-Buffalo, 1968-69
Science Tchr., NY & MI 1962-67

Interests:
Country music, running, women's issues in general

Jinny Johnson
Planning Specialist, Pre-College Programs
Gallaudet College
7th and Florida Avenue, N.E.
Washington, DC 20002
Education:
M.A.(Educational Admin.)U. of MD
B.A.(English and Library Sci.,)WV U.
Coursework in Deaf Ed. & Library Sci.

Experience:
School Librarian, Materials Spec. and CE Coord. at KDES: Planning Spec./Outreach Unit, PreCollege Program; Dev. of Basic Skills Curr. at KDES; Computer appl. for Curr. & Materials Dev. and design of CE Instructional materials; develp. of CE Scope & Sequence; CE Planning Model/ KDES; CE staff Dev. & trng; Production of CE Resource Guide

Interests:
(Prof.) Workshop & trng. activities w/ tchrs. & admin., writing children's literature, Prog. devl in CE
(Personal) Bicycle touring, writing, dancing, handicrafts, oil painting, backpacking

James L. Kersting
Chr., Career Exploration Program
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623

Education:
Orientation to Deafness, U of TN, 1971
M.S.(Voc. Rehab.)St. Cloud SU, 1969
B.A.(Psych. Soc.) St. Cloud SU, 1968

Experience:
Voc. Rehab. Counselor, State of WI-2 yrs., NTID Counselor-7 yrs., Staff Chr.-Career Explor. Focused on Prog. dev., Admin. of SIGI & NPCE

Interests:
Career Dev. & CE issues, outdoor experiential educ. for handicapped students

Harry C. Lang
Associate Professor, Physics
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623

Education:
Ed.D.(Science) U. of Rochester
M.S.(Electronics Eng.)RIT
B.S.(Physics)Bethany College, WV

Experience:
Resource person-Am. Assoc. for Advancement of Sci. Spec. Proj. on Handicapped in Sci.: Spec. Ed. Comm. on Testing & Eval. of Hc. Students in Sci.-Chr.(Sci. for Hc. Assoc.); Comm. on Hc. Persons-School & Prog. Eval. Div.-Amer. Ed. Research Assoc.

Handicap: Hearing impaired

Interests:
Criterion-Referenced testing, curr. & tchg. strategies for Hc. students in Science.

Edward A. Maruggi
Division Director
Engineering and Science
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623

Education:
Ph.D.(Voc. Ed. Admin.)U. of MN, 1974
Ed.Masters(Voc/Tech. Ed.)SUNY-Oswego, 1972
B.S.(Voc.Tech.Ed.)SUNY-Oswego, 1971
AAS(Industrial Tech.)RIT, 1955

Experience:
25 yrs.Industrial exp-Engineering positions(17 yrs. for Gen. Dyn.-Electr. Div.); Design of electro-mechanical devices & equip.-military use; 8 yrs. F-111 Aerospace Gr. Equip. Prog.(5 yrs.-Eng. mgmt.); 8½ yrs. tchng/supervision NTID;E&CT Chr.-6 yrs.; Adjct. tchng. at RIT bacc. & grad. programs-12 yrs.

Interests:
Work related: Indiv. self-paced instr., research proj., CE, writing, 1980-81 sabbatical-Italy
Leisure: jogging, sports, camping, wine making, physical fitness

Vivian Rice
Supervisor, Business Education
Model Secondary School for the Deaf
Gallaudet College
Kendall Green
Washington, DC 20002
Education:
Graduate study, Catholic U.
M. Ed., Howard University
B.S.(Business)SC State College

Experience:
tchr.-St. Helena HS, Frogmore, SC-2 yrs.; Stetson Jr HS, Phil, PA-1yr.; Capitol Business Coll., DC-1 yr. Tchr/Dept. Chr., MSSD-10 yrs.

Interests:
Cooking, bowling, interacting with people, reading

Richard C. Steffan, Jr.
Assistant to the Dean
Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, DC 20002
Education:
Ed. D., U of So. CA
Dissertation in progress-
Parental Career Aspirations for Hearing Impaired Adoles.
M.S.(Geography) Rutgers SU
B.A.(Geography) Rutgers SU
Additional coursework-U. of Rochester, U. of MD, Geo. Washington U., Gallaudet College

Experience:
Public/Parochial/college tchg.; Gallaudet (grad. level); Admin/Sup.; MSSD-5 yrs.; Educ. of Deaf-9 yrs.; CE-5 yrs. (CE ass't at MSSD): participated in conception & implementation of NPCE. Edited Proc. of Two National Working Conferences.

Interests:
Family life, plants & gardening, jogging/sports, church work, exchange programs with other countries

David Updegraff
Assistant to the Vice President
Pre-College Program
Gallaudet College
Kendall Green
Washington, DC 20002

National Project on Career Education

State Career Education Coordinators

STATE DIRECTORY of CONTACT PERSONS

for

CAREER EDUCATION

Alabama
Anita Barber
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State Department of Education
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Alaska
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Colorado
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Connecticut State Dept. of Education
State Office Building, Box 2219
Hartford, CT 06115
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Delaware
Randall Broyles
Assistant Staff Superintendent
Department of Public Instruction
Townsend Building
Dover, DE 19901
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District of Columbia
Essie Page
State Career Education Coordinator
Ellington School of the Arts
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Florida
Olive Thomas
State Coordinator, Career Education
Dept. of Education
Tallahassee, FL 32304
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Georgia
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Georgia State Dept. of Education
258 State Office Building
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Hawaii
Emiko Kudo
Dept. Supt. and State Career Ed. Coord.
Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 548-5972

Idaho
Leila Lewis
Career Education Consultant
Idaho State Dept. of Education
Len B. Jordan Office Building
Boise, ID 83720
(208) 384-2281

Illinois
Nancy Harris
Career Education Administrator,
Special Program Section
Illinois Office of Education
100 North First Street
Springfield, IL 62777
(217) 782-5098

Indiana
Sharon Sheline
State Coordinator of Career Education
Indiana Dept. of Public Instruction
State House, Room 229
Indianapolis, IN 46204
(317) 927-0242

Iowa
James Athem
Director of Career Education Division
Dept. of Public Instruction
Brimes State Office Building
Des Moines, IA 50319
(515) 281-4700/4702

Kansas
Wilbur Rawson
Career Education Director
Kansas State Dept. of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-3128/3346

Kentucky
Dorothy Alexander
Career Education Coordinator
Dept. of Education, Career Education Unit
18th Floor, Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4774

Louisiana
Fair C. King
Career Education Director
Louisiana State Dept. of Education
P.O. Box 44064, Capitol Station
Baton Rouge, LA 70804
(504) 342-3473

Maine
Stephen Thompson
Career Education Coordinator
Division of Curriculum
Dept. of Education & Cultural Service
Augusta, ME 04333
(207) 289-2033

Maryland
E. Niel Carey
Coordinator, Career Education
Maryland Dept. of Education
Box 8717
BWI Airport
Baltimore, MD 21240
(301) 796-8300 ext. 417

Massachusetts
Charles Bedvelli
Career Education Coordinator
Massachusetts Dept. of Education
Occupational Education
31 St. James Avenue
Boston, MA 02116
(617) 727-8140

Michigan
Rachael Moreno
Office of the Program Coordinator
Michigan Dept. of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8298

Minnesota
Laura Kiscaden
Career Education
Capitol Square Building, Rm. 651A
550 Cedar
St. Paul, MN 55101
(612) 296-4080

Mississippi
James J. Hancock
Coordinator, Career Education
State Dept. of Education
P.O. Box 771
Jackson, MI 39205
(601) 354-7635/7639

Missouri
Marion F. Starr
Supervisor, Career Education
Dept. of Elementary & Secondary Education
Box 480
Jefferson City, MO 65101

Montana
Patrick Feeley
Career Education Consultant
Office of Public Instruction
State Capitol
Helena, MT 59601
(406) 449-3806

Nebraska
Kathleen Conway
State Coordinator of Career Education
Nebraska Dept. of Education
301 Centenniel Mall, South
P.O. Box 94987
Lincoln, NB 68509
(402) 471-2446

Nevada
Jack O'Leery
State Career Education Coordinator
Dept. of Education
Capitol Complex
Carson City, NV 89710
(702) 885-5700 ext. 245

New Hampshire
Howard Kimball
Career Education Coordinator
New Hampshire Dept. of Education
State House Annex
Concord, NH 03301
(603) 271-3250

New Jersey
William Wenzel
Assistant Commissioner of Education
State Education Department
225 West State Street
Trenton, NJ 08625
(609) 292-6340

New Mexico
Jean Page
Career Education Coordinator
Education Building
300 Don Gaspar
Santa Fe, NM 87503
(505) 827-3151

New York
Edward Strack
Bureau of Guidance
55 Elk Street
Albany, NY 12207
(518) 474-6943

North Carolina
Henry Helms
Director, Division of Development
State Dept. of Public Instruction
Raleigh, NC 27611
(919) 733-4381

North Dakota
G. David Massey
Career Education Coordinator
Department of Public Instruction
State Capitol
Bismarck, ND 58505
(701) 224-2393

Ohio
Jack D. Ford
Assistant Director
Career Development service
65 S. Front St., Room 903
Columbus, OH 43215
(614) 466-5718/5775

Oklahoma
Charles Green
Career Education Coordinator
State Dept. of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
(405) 521-3357

Oregon
Thomas A. Williams
Career Education Coordinator
Oregon Edpt. of Education
942 Lancaster Drive, N.E.
Salem, OR 97310
(503) 378-3597

Pennsylvania
John Meerbach
Bureau of Instructional Support Services
Box 911
Harrisburg, PA 17126
(717) 787-7616

Rhode Island
A. P. Tartaglione, Jr.
Career Education Coordinator
Roger Wms. Building, Rm. 2228
22 Hayes Street
Providence, RI 02908
(401) 277-2691 ext. 24

South Carolina
Ellen Tollison Hayden
Career Education
906 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 758-3156

South Dakota
R. Parker
Contact Person
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Richard F. Kneip Building
Pierre, SD 57501
(605) 773-4572

Tennessee
Sadie A. Changler
Career Education Specialist
Dept. of Education
114 Cordell Hull Building
Nashville, TN 37219
(615) 741-1885

Texas
Walter Rambo
Career Education Director
Texas Education Agency
201 East 11th Street
Austin, TX 73701
(512) 475-6838

Utah
Lynn Jensen
Coordinator, Career Education
Utah State Board of Education
250 East 5th South
Salt Lake City, UT 84111
(801) 533-6091

Vermont
Walter Faulker
Career Education Coordinator
Division of Elementary & Secondary Education
State Office Building
Montpelier, VT 05602
(802) 828-2445

Virginia
Vivian Williamson
Career Education Coordinator
Dept. of Education
P.O. Box 6Q, 9th Street Office Bldg.
Richmond, VA 23216
(804) 786-2615

Washington
Herbert Y. Bell
Supt. of Public Instruction
Mail Stop FG-11 Old Capitol Building
Olympia, WA 98504
(206) 753-6753

West Virginia
Pobert P. Martin
Coordinator, Career Education
West Virginia Dept. of Education
1900 Washington St. East, Rm 8243
Charleston, WV 15305
(304) 348-6314/6313

Wisconsin
Robert S. Meyer
Career Education Supervisor
Wisconsin Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702
(608) 266-8837

Wyoming
Michael J. Elliott
Career Education Coordinator
Hathaway Building
Room 240
Cheyenne, WY 82002
(307) 777-7411

National Project on Career Education

Existing Career Education Programs

EXISTING CAREER EDUCATION PROGRAMS

Atlanta Area School for the Deaf
890 N. Indian Creek Drive
Clarkston, GA 30021
(404) 296-7101
Contact: Grady Doster

The Boston School for the Deaf
800 N. Main St.
Randolph, MA 02368
(617) 963-8150
Contact: Patricia Bryant

California School for the Deaf-
Fremont
39350 Gallaudet Drive
Fremont, CA 94538
(415) 794-3666
Contact: Jake Arcanin

California School for the Deaf-Riverside
3044 Horace St.
Riverside, CA 92506
(714) 683-8140
Contact: Steve Shouse

Ceres Unified School District
P.O. Nox 307
Ceres, CA
(209) 538-0145
Contact: Eldon F. DeWitt

Charleston County Program for
Hearing Impaired Students
Berry, 250 Iroquois St.
N. Charleston, SC 29406
(803) 747-9383
Contact: M. Seaborn

Clark County School District
1560 E. Cherokee
Las Vegas, NV 89109
(702) 732-2803
Contact: Helen L. Smith

Clarke School for the Deaf
Round Hill Rd.
Northampton, MA 01060
(413) 584-3450
Contact: George Pratt

Colorado School for the Deaf & Blind
Kiowa and Institute St.
Colorado Springs, CO 80903
(303) 636-5186
Contact: Nick Sims

Cooperative Educational Service Agency, #4
P.O. Box 728
Cumberland, WI 54829
(715) 822-4711
Contact: John F. Murray

Dallas Regional Day School for the Deaf
3700 Ross Avenue
Dallas, TX 75204
(214) 826-0722
Contact: Arlene Stein

Florida School for the Deaf and Blind
P.O. Box 1209
St. Augustine, FL 32084
(904) 824-1654 ext. 322
Contact: Robert J. Thompson

Governor Baxter School
Mackworth Island
Falmouth, ME 04105
(207) 781-3165
Contact: Robert Kelly

Idaho State School for the Deaf & Blind
202 14th Avenue East
Gooding, ID 93330
(208) 934-4457
Contact: Keith W. Tolzin

Iowa School for the Deaf
1600 Hy. S. 275
Council Bluffs, IA 51501
(712) 366-0571, Sta 20
Contact: Dennis Drake

John Hersey High School
1900 East Thomas
Arlington Heights, IL 60004
(312) 259-8500 ex. 47
Contact: Louise Wilson

Kendall Demonstration Elementary School
7th and Florida N.E.
Washington, D.C. 20002
(202) 447-0621
Contact: Ben Provance

Maryland School for the Deaf
101 Clark Place
Frederick, Maryland 21701
(301) 662-4159
Contact: David Denton

Model Secondary School for the Deaf
Gallaudet College, Kendall Green
Washington, D.C. 20002
(202) 651-5800
Contact: Richard C. Steffan

Montana School for the Deaf & Blind
3911 Central Ave.
Great Falls, Montana 59401
(406) 453-1401
Contact: Chris Dawson

New Mexico School for the Deaf
1060 Cerrillos Road
Sante Fe, NM 87501
(505) 983-3321
Contact: Robert Edwards and
Ric Gonzales

North Dakota School for the Deaf
Devils Lake, ND 58301
(701) 662-2328
Contact: James R. Rainier

Oregon State School for the Deaf
999 Locust Street N.E.
Salem, Oregon 97301
(503) 378-8481
Contact: Leon Fuhrman

Phoenix Day School for the Deaf
1935 W. Hayward Avenue
Phoenix, AS 85021
(602) 255-3448
Contact: J. Jay Farman

Regional Program for the Deaf
7910 S.E. Market
Portland, OR 97213
(503) 777-1445
Contact: Sally Browder

Rochester School for the Deaf
1545 St. Paul St.
Rochester, N. Y. 14621
(716) 544-1240
Contact: Patricia Heffernan

St. Mary's School for the Deaf
2253 Main St.
Buffalo, N. Y. 14214
(716) 834-7200
Contact: Sam Taneff

Scranton State School for the Deaf
1800 N. Washington Ave.
Scranton, PA 18509
(717) 961-4849
Contact: Dorothy Fambach

SELACO - Downey H.S.
11044 S. Brookshire Ave.
Downey, CA 90241
(213) 861-1218
Contact: Carolyn Rowland

Special School District of St. Louis County
12110 Clayton Rd.
Town & Country, MO 63131
(314) 567-3700 Ext. 241
Contact: Robert Huskey

Sterck School for Hearing Impaired
Chestnut Hill Rd./Cherokee Dr.
Newark, DE 19713
(302) 454-2302
Contact: F. Eugene Thomure

Texas School for the Deaf
1102 S. Congress
Austin, TX 78704
(512) 442-7821 ext. 247
Contact: Claire Bugen

Utah School for the Deaf and Blind
846 20th St.
Odgen UT 84401
(801) 399-9631
Contact: Bob Fletcher

Washington State School for the Deaf
P.O. Box 5187
Vancouver, WA 98663
(206) 696-6294
Contact: Matt Maas

Whitney M Young High School
Hearing Impaired Program
211 South Laflin St.
Chicago, IL 60607
(312) 641-8230
Contact: Bettye R. Morton

National Project on Career Education

Appendix: Existing Program Survey Data

NAME OF INSTITUTION: Atlanta Area School for the Deaf
ADDRESS: 890 N. Indian Creek Dr., Clarkston, GA 30021

NAME OF INDIVIDUAL REPORTING INFORMATION: Grady Dosier TITLE: Career Ed. Coord.
TELEPHONE: 404-296-7101 VOICE X TTY DATE: 12-3-79
TITLE OF PROGRAM, PROJECT OR EVENT: Career Awareness Curriculum; PECE (middle school), Career Exploration Program (middle school), Career Development Courses (middle school).

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: pre-school 54 primary 67 middle 20-28 jr. high 96 sr. high
   5 tchrs 7 tchrs 1 tchr 5 tchrs

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class X ? in specific classes? (middle school)
   If specific classes - please identify which course areas are involved: pre-school/primary

   If specific classes - please identify if these courses are academic vocational or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format?) (exploratory in nature bus. ed., c. arts, H. Ec., career development, PECE
   6 - 1 or/ 8 - 1 usually

3. Facilities
   3.1 space - number of classrooms where career education is being used 12 open or self-contained? 10
   3.2 utilization - is career education a full time or part time involvement? (infused in Pre-school/primary
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:

   all of the above

4. Staffing
   4.1 teachers in career ed #(full time) 4 #(part-time) 20 (% of time in teaching career ed 15+)
   4.2 para-professionals: # 13 capacity or titles teacher aides
   4.3 other? librarian 1 counselor etc. media specialist (% of time in career ed? 5)
   4.4 teachers in career ed by department: academic # vocational #

   No vocational dept. established

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   no purchased with career ed dollars for career ed program classrooms have this equipment
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   Picture Interest Exploration Survey; King Features Comics; desk-top career kits, Occupational Outlook Handbook; Dictionary of Occup. Titles; the Job Box, time clock, Acoustifone filmstrips series, job exp. kit, interpretive
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   interpretive filmstrip series, world of work kit, study prints, filmloops, video tapes, Hopewell books: the work series; the money series, paperback arithmetic series; using dollars and pencil working

7. Training Making Sense, Your Job and Your Future, Basic Skills Inventory
   7.1 pre-service education has been given X will be given required? YES how much? Afternoon workshops
   by whom? Career ed. coord & supervisors when last year
   7.2 inservice education - has been given? X will be given? required? X
   how much? by whom? when?

   follow up meetings w/ small groups of teachers - continual process

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? Yes how? all underlined - and worksamples eval. program

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? Through teacher meetings and through Grady Dosier's contacts w/community members participating in P.E.C.E. work assessment locations in community or

OUTCOMES OF CAREER EDUCATION EFFORTS: appreciation assembly nearly

1. Is there an ESEA Title I evaluation report on file and available? No.

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No. If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

completed one phase (Awareness)

1.1 design and development costs such as curriculum development? $_____ other? $_____

1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____ working on middle school

1.3 training costs? $PECE trained preservice costs? $ by state no cost, preservice by staff.

1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____

1.5 equipment: media equipment costs? used existing other equipment costs? $500

1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $ 3,500

1.7 facilities: new buildings or changes? $ None

[4] Staff salaries approx. $48,0000 yearly, $1500 printing materials $3,0000 yearly expense phase (exploration)

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $ 14,000

2.2 evaluation costs for continued evaluation? _____

2.3 management support - secretary? $_____ business office? _____ stipends? $_____ incurred fees? $_____

2.4 training - inservice costs? $_____

2.5 salaries for career ed employees - fte costs? $ 36,000 fringe benefits included? _____ how much extra for other benefits? _____

2.6 equipment replacement costs? under regular budget

2.7 materials/supplies replacement cost? $700 approx.

2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) under regular state budget

2.9 contracted services cost? _____

2.10 media services - required for ongoing of the project? media specialist-under state budget used for all areas of program

2.11 transportation costs (field trips, busing, other incurred costs? $ $20,000 per year - approx. gas, bus maintain. drivers, ins. etc.

NAME OF INSTITUTION: The Boston School for the Deaf
ADDRESS: 800 No. Main St., Randolph, MA. 02368

NAME OF INDIVIDUAL REPORTING INFORMATION: Patricia Bryant TITLE: Curriculum Coordinator
TELEPHONE: (617) 963-8150 VOICE TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials: Aphasic, C.P.
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed? No

   (aphasic) (Multi-handicapped)
   1.2 Numbers: preschool primary middle 20 jr. high 20 sr. high

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class Yes/No in specific classes? Yes middle aphasic
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic X vocational or both .
   2.2 class sizes: (is this limited by program restrictions of career education format? 6-7)

3. Facilities
   3.1 space - number of classrooms where career education is being used 7 open or self-contained? Y
   3.2 utilization - is career education a full time or part time involvement? Full (Jr.H.S. Multi H.C.) Part (aphasic)
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify: school store, kitchen, shop areas

4. Staffing
   4.1 teachers in career ed #(full time) 7 #(part-time) (% of time in teaching career ed 100)
   4.2 para-professionals: # capacity or titles
   4.3 other? librarian counselor etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # 4 vocational # 3

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

   We have no specific grant for this program - general school fund

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   special needs books & materials. Most is teacher made.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   Step method used.

7. Training
   7.1 pre-service education has been given No will be given required? how much
   by whom? when
   7.2 insetvice education - has been given? No will be given? required?
   how much? by whom? when?

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   (1) business and industry? No how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS: Career Education is part of the school program. We are a private school and are not eligible for special funding.

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

No data submitted on page three

NAME OF INSTITUTION: California School for the Deaf-Fremont
ADDRESS: 39350 Gallaudet Drive

NAME OF INDIVIDUAL REPORTING INFORMATION: Jake Arcanin TITLE: Ass't. Supt.
TELEPHONE: 415-845-4679 VOICE X TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: Acad. Mini-Curriculum in C. Ed.; Work-Experience; Voc. Exploration

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
   Yes. - all Yes - not spec. program

   1.2 Numbers: preschool [primary 107 middle] jr. high 121 sr. high 228 Spec. unit 54 (DMH)

   Instructional data (current X or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class ? in specific classes? X
   If specific classes - please identify which course areas are involved: By teacher acceptance "step" in 10th grade; lang. arts, & SS

   If specific classes - please identify if these courses are academic vocational or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format? No)

   6:1 el: 8:1 sec.

3. Facilities
   3.1 space - number of classrooms where career education is being used ?? open or self-contained? ??
   3.2 utilization - is career education a full time or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? No If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) #(part-time) [(% of time in teaching career ed 30)
   4.2 para-professionals: # capacity or titles
   4.3 other: librarian counselor etc. curr. coordinator (% of time in career ed? 100)
   4.4 teachers in career ed by department: academic # 1 vocational #

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   SECS awareness games; STEP; CREED:

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
   ? ?

7. Training
   7.1 pre-service education has been given X will be given required? X how much 24 hr/3 day
   by whom? Arcanin/NPCE when 4 yrs. ago / 78-79
   7.2 inservice education - has been given? NO will be given? required?
   how much? by whom? when?

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? funds, active. minimal

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $_____ other? $_____ *not as career education/Title I monies*
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
1.3 training costs? $_____ preservice costs? $_____
1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
1.7 facilities: new buildings or changes? $_____ *These are not identified as career ed. costs; the idea of infusing career ed. concepts can't be distinguished.*

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $ *No, but of career exploration, development,*
2.2 evaluation costs for continued evaluation? _____ *and preparation--yes.*
2.3 management support - secretary? $_____ business office? _____ stipends? $_____ incurred fees? $_____
2.4 training - inservice costs? $_____
2.5 salaries for career ed employees - FTE costs? $_____ fringe benefits included? _____
how much extra for other benefits? _____
2.6 equipment replacement costs? _____
2.7 materials/supplies replacement cost? _____
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____
2.9 contracted services cost? _____
2.10 media services - required for ongoing of the project? _____ $_____
2.11 transportation costs (field trips, busing, other incurred costs? $_____

Doesn't identify specific personnel for career education, but career development personnel are identified.

NAME OF INSTITUTION: California School for the Deaf - Riverside
ADDRESS: 3044 Horace St. Riverside, Calif. 92506

NAME OF INDIVIDUAL REPORTING INFORMATION: Steven Shouse TITLE: Voc. Prin.
TELEPHONE: 714-683-8140 VOICE X TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: Career Ed. Workshops project

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed? Yes
   Deaf mult. M/C students are involved.

   1.2 Numbers: preschool (primary all 150 middle) jr. high 150 sr. high most (170 of 200)
   elementary

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: ? hrs per (day, week, month, year) infused
   If career ed is infused in your program, is it: in every class No ? in specific classes? X
   If specific classes - please identify which course areas are involved: K-12 Social Science, MH unit infused throughout, JHS language, HS-language, reading, math., social science for low achievers. JHS & HS pre-voc.

   if specific classes - please identify if these courses are academic vocational or both X
   2.2 class sizes: (is this limited by program restrictions of career education format? X)

   Est. by law dependent upon age/grade level from 6 - 10

3. Facilities
   3.1 space - number of classrooms where career education is being used MOST 50% (K-8) (9-) open or self-contained?
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify: Dependent upon individual teachers desires/needs learning centers have been established. Each of 2 libraries, instructional materials center and career resource center have identified career resource areas.

4. Staffing
   4.1 teachers in career ed #(full time) 0 #(part-time) 0 (% of time in teaching career ed not closely monitored
   4.2 para-professionals: # 0 capacity or titles specifically designed
   4.3 other? librarian counselor etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # 50 +/- vocational # 26
   none specifically assigned

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify: 16mm projectors, 8 & 10 mm film loop projectors, rear screen projectors, closed circuit tv studio & monitors, vtr equipment, xerox, thermofax, overhead projectors

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   Hopewell work and money series

7. Training
   7.1 pre-service education has been given No will be given required? how much
   by whom? when
   7.2 inservice education - has been given? partial will be given? yes required? yes
   how much? 4-8 hrs. initial by whom? steering committee 1st then when? Jan. 31, Feb. 1, 1980
   then ongoing possibly outside consultant Tentative

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? presentations

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes - minor components

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase. *See notes that follow*

1. Acquisition costs:

   1.1 design and development costs such as curriculum development? $_____ other? $_____
   1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
   1.3 training costs? $_____preservice costs? $_____
   1.4 evaluation: contract costs for someone coming in? $_____release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
   1.5 equipment: media equipment costs? _____ other equipment costs? _____
   1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
   1.7 facilities: new buildings or changes? $_____

2. Operational costs

   2.1 directional costs - specific director of career ed efforts? $_____
   2.2 evaluation costs for continued evaluation? _____
   2.3 management support - secretary? $_____ business office?_____ stipends? $_____ incurred fees? $_____
   2.4 training - inservice costs? $_____
   2.5 salaries for career ed employees - fte costs? $_____ fringe benefits included?_____ how much extra for other benefits? _____
   2.6 equipment replacement costs?_____
   2.7 materials/supplies replacement cost?_____
   2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.)_____
   2.9 contracted services cost?_____
   2.10 media services - required for ongoing of the project?_____ $_____
   2.11 transportation costs (field trips, busing, other incurred costs? $_____

Curriculum development is an ongoing project which assume much of the financial burden for implementation of Career Education. Data are not immediately available. Even if they were, ferreting out the cost specific to Career Education might not be beneficial nor cost efficient.

We have not projected a budget specific for Career Educ., however, current and forseeable costs will be assumed within existing operation funds, not additions.

NAME OF INSTITUTION: *Charleston Co. Program for Hearing Impaired Students*
ADDRESS: *Berry, 250 Iriquois St., N. Charleston, S.C. 29406*

NAME OF INDIVIDUAL REPORTING INFORMATION: *M. Seaborn* TITLE: *Consultant Hearing Handicapped*
TELEPHONE: *803-747-9383* VOICE *X* TTY *X* DATE: *11/17/79*
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current *X* or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
   4 multiply handicapped students
   1.2 Numbers: preschool *8* primary *37* middle *14* jr. high *7* sr. high *25*

2. Instructional data (current *X* or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class *Yes* ? in specific classes?
   If specific classes - please identify which course areas are involved:
   2 specific career ed. class in High School - Infused into all other content area.

   If specific classes - please identify if these courses are academic *X* vocational or both
   2.2 class sizes: (is this limited by program restrictions of career education format? *No*)

7-8

3. Facilities
   3.1 space - number of classrooms where career education is being used open or self-contained? *Y*
   3.2 utilization - is career education a full time or part time involvement? *P/T*
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? *YES* If so, please identify:
   shelving, learning centers, partitions, bulletin boards

4. Staffing
   4.1 teachers in career ed #(full time) *1* #(part-time) *10* (% of time in teaching career ed *25*)
   4.2 para-professionals: # *15* capacity or titles *teacher aides- no specific duties toward career ed.*
   4.3 other? librarian counselor *1* etc. *75%* (% of time in career ed?)
   4.4 teachers in career ed by department: academic # *11* vocational #

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify: *Video tape equipment, projectors, overheads, 35mm cameras, slide projectors*

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   DUSO kits, work/money series - Janus publications - Today series

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
   consumable materials from above.

7. Training
   7.1 pre-service education has been given *Yes* will be given required? *Yes* how much *70 hours*
   by whom? *counselor/consultant/ Head teacher* when *Jan. 79 - Mar. 79*
   7.2 inservice education - has been given? *Yes* will be given? required? *Yes*
   how much? *8 hours* by whom? *above* when? *Oct. 79*

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? *Yes* how? *On-job experiences, field trips, speakers*

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? *No* how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? *No, specific funding provided*

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? *No* If so, please indicate what they are.
   No money = no paper

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $_____ other? $_____
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
1.3 training costs? $_____ preservice costs? $_____
1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
1.7 facilities: new buildings or changes? $_____

2. Operational costs

2.1 directional costs - apecific director of career ed efforts? $ 10,000
2.2 evaluation costs for continued evaluation? _____
2.3 management support - secretary? $ 2,000 business office? _____ stipends? $_____ incurred fees? $_____
2.4 training - inservice costs? $ 1,000
2.5 salaries for career ed employees - fte costs? $_____ fringe benefits included? _____ how much extra for other benefits? _____
2.6 equipment replacement costs? 1,000
2.7 materials/supplies replacement cost? 750
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) 500
2.9 contracted services cost? _____
2.10 media services - required for ongoing of the project? _____ $ 250
2.11 transportation costs (field trips, busing, other incurred costs? $ 250

NAME OF INSTITUTION: Clark County School District
ADDRESS: 500 E. Cherokee Lane, Las Vegas, NV 89109

NAME OF INDIVIDUAL REPORTING INFORMATION: Helen L. Smith TITLE: Coord Deaf and Hard of Hearing Program
TELEPHONE: 702-732-2803 VOICE X TTY X DATE: 11/10/79
TITLE OF PROGRAM, PROJECT OR EVENT: Day Classes for the Deaf

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected see last page
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool 11 primary 16 middle 14 jr. high 30 sr. high 4

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: Min. hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class No ? in specific classes? Yes
   If specific classes - please identify which course areas are involved: Social Studies, Math

   If specific classes - please identify if these courses are academic vocational or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format?)

   District Policy

3. Facilities
   3.1 space - number of classrooms where career education is being used 10 open or self-contained?
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? No If so, please identify:
   Vocational Technical classes at the H.S. are available at So. Nev. Tech. Center; offerings such as carpentry, cosmetology, culinary arts, key punch, etc. exist

4. Staffing
   4.1 teachers in career ed #(full time) #(part-time) (% of time in teaching career ed)
   4.2 para-professionals: # capacity or title each teacher of the deaf has a teachers aide.
   4.3 other? librarian counselor X etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # vocational #

   Teachers in voc. ed. are full time but not teachers of the deaf.

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   _____ purchased with career ed dollars for career ed program
   _____ purchased with other funds at previous time and now used for career ed purposes
   _____ have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   Work series, money series, manuals from Voc. classes

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given will be given X required? how much
   by whom? Career Ed. Team when March 1980
   7.2 inservice education - has been given? will be given? X required?
   how much? by whom? Career Ed. Team when? Fall, 1980

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how? presentations, funds

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes for the CCSD

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. Career Analysis form, Profile of Counseling Results, Career Awareness Test.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

N/A 1.1 design and development costs such as curriculum development? $_____ other? $_____

N/A 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____

1.3 training costs? $_____preservice costs? $_____

1.4 evaluation: contract costs for someone coming in? $_____release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____

1.5 equipment: media equipment costs? _____ other equipment costs? _____

1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____

1.7 facilities: new buildings or changes? $_____

Not estimated at present

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $_____

2.2 evaluation costs for continued evaluation? _____

2.3 management support - secretary? $_____ business office?_____ stipends? $_____ incurred fees? $_____

2.4 training - inservice costs? $_____

2.5 salaries for career ed employees - fte costs? $_____ fringe benefits included?_____ how much extra for other benefits? _____

2.6 equipment replacement costs?_____

2.7 materials/supplies replacement cost?_____

2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.)_____

2.9 contracted services cost?_____

2.10 media services - required for ongoing of the project?_____ $_____

2.11 transportation costs (field trips, busing, other incurred costs? $_____

I don't have the information to answer regarding existing work experiences and Voc/Tech programs.

Career Education is not now a formal aspect of our program.
Work experience is an offering of the program.
Vocational/Technical training is a part of the program.
Career education is being taught incidently below the Junior High School however, limited long range annual goals exist. Teachers have not identified other career ed. material they are already teaching which is infused into their programs. At the Junior H.S. career education is an aspect of the program both through career exploration classes and some infusion of material within existing classes.

NAME OF INSTITUTION: Colorado School for the Deaf and Blind
ADDRESS: Kiowa and Institute St., Colorado Springs, Co. 80903

NAME OF INDIVIDUAL REPORTING INFORMATION: Don Rhoten
TELEPHONE: 303-636-5186 VOICE X TTY X x-5 (Don Rhoten) TITLE: Principal
TITLE OF PROGRAM, PROJECT OR EVENT: DATE: Nov. 17, 1979

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool 4 primary 65 middle jr. high 20 sr. high 71

2. Instructional data (current or projected X)
   2.1 Actual class time of instruction: ? hrs per (day, week, month, year)
   If career ed is infused in your program, is it: In every class ? In specific classes? X
   If specific classes - please identify which course areas are involved: Social Studies

   if specific classes - please identify if these courses are academic X vocational X or both X .
   2.2 class sizes: (Is this limited by program restrictions of career education format?)

3. Facilities
   3.1 space - number of classrooms where career education is being used 29 open or self-contained? both
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? X If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) 0 #(part-time) 29 (% of time in teaching career ed 5)
   4.2 para-professionals: # 4 capacity or titles Teacher aides
   4.3 other? librarian 1 counselor etc. (% of time in career ed? 0)
   4.4 teachers in career ed by department: academic # 20 vocational #

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   0 purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   X have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   Social Studies Curriculum guide
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given will be given X required? how much
   by whom? Career Ed. Team
   7.2 inservice education - has been given? Yes will be given? Yes required? when By Jan. 1, 1980
   how much? 3 hrs. by whom? CDE when? August 1979

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how? Work Experience Program

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. No.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $_____ other? $_____
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
1.3 training costs? $_____ preservice costs? $_____
1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
1.7 facilities: new buildings or changes? $_____

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $_____
2.2 evaluation costs for continued evaluation? _____
2.3 management support - secretary? $_____ business office? _____ stipends? $_____ incurred fees? $_____
2.4 training - inservice costs? $ 100 *projected*
2.5 salaries for career ed employees - fte costs? $_____ fringe benefits included? _____
how much extra for other benefits? _____
2.6 equipment replacement costs? _____
2.7 materials/supplies replacement cost? _____
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____
2.9 contracted services cost? _____
2.10 media services - required for ongoing of the project? _____ $_____
2.11 transportation costs (field trips, busing, other incurred costs? $ 50.00 *est.*

NAME OF INSTITUTION: Cooperative Educational Service Agency No. 4
ADDRESS: P.O. Box 726, Cumberland, Wisconsin 54829

NAME OF INDIVIDUAL REPORTING INFORMATION: John Murray TITLE:
TELEPHONE: (715) 822-4711 VOICE TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current ____ or projected X ;
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool ____ primary ____ middle ____ jr. high 7 sr. high 5

2. Instructional data (current ____ or projected X)
   2.1 Actual class time of instruction: 7 - 9 hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class ____ ? in specific classes? ____
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic ____ vocational ____ or both ____.
   2.2 class sizes: (is this limited by program restrictions of career education format? ____)

3. Facilities
   3.1 space - number of classrooms where career education is being used ____ open or self-contained?
   3.2 utilization - is career education a full time or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? ____ If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) ____ #(part-time) 1 (% of time in teaching career ed ____)
   4.2 para-professionals: # ____ capacity or titles
   4.3 other? librarian ____ counselor ____ etc. (% of time in career ed? ____)
   4.4 teachers in career ed by department: academic # ____ vocational # ____

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   ____ purchased with career ed dollars for career ed program
   ____ purchased with other funds at previous time and now used for career ed purposes
   ____ have on hand and plan to use for career education at later time

   Please identify:

   These answers are relevant only if "career ed" = "vocational ed."

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given ____ will be given ____ required? ____ how much ____
   by whom? ____ when ____
   7.2 inservice education - has been given? ____ will be given? ____ required? ____
   how much? ____ by whom? ____ when? ____

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? ____ how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? ____ how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

No data submitted for page three

NAME OF INSTITUTION: Dallas Regional Day School for the Deaf
ADDRESS: 3700 Ross Ave., Dallas, TX 75204

NAME OF INDIVIDUAL REPORTING INFORMATION: Arlene Stein TITLE: Prog. Facilitator-Career Ed.
TELEPHONE: (714) 826-0722 VOICE X TTY X DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: Career Dev. for Hearing Impaired

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool 50 primary 50 middle 50 jr. high 100 sr. high 100 Total 350

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: hrs per (day week, month, year)
   If career ed is infused in your program, is it: in every class Yes ? in specific classes?
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic vocational or both .
   2.2 class sizes: (is this limited by program restrictions of career education format? No)

   4 - 11 students in each class

3. Facilities
   3.1 space - number of classrooms where career education is being used 45 open or (self-contained?)
   3.2 utilization - is career education a full time or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:

   shelves, learning centers, partitions

4. Staffing
   4.1 teachers in career ed #(full time) 50 #(part-time) (% of time in teaching career ed 20)
   4.2 para-professionals: # 25 capacity or titles aides, interpreters, workshop coordinator
   4.3 other? librarian counselor 2 etc. Voc.Adj.Counselor (% of time in career ed?)
   4.4 teachers in career ed by department: academic # 48 vocational # 2
   Voc. Adj. 100%, Counselors 100% because of personal/social realm.

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   X purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

Videotape	polaroid cameras	ditto machine
sound-movie camera and projector	laminator	xerox printer
35 mm camera	transparency maker	

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   Dallas instructional units

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   Janus publishers, Frank E. Richards materials, Scholastic Services, Work series

7. Training
   7.1 pre-service education has been given X will be given required? how much 2 full days
   by whom? career ed. staff when staff development
   7.2 inservice education - has been given? will be given? required?
   how much? 2 days by whom? career ed. staff when? staff development

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? X how? Business contract for work activity center, field trips for cluster areas
   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? X how? contact was made with several

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? Weekly visits to each school by career education staff

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. Title IVc

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $150,000 other? $_____
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
1.3 training costs? $_____ preservice costs? $_____
1.4 evaluation: contract costs for someone coming in? $14,000 release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $50,000
1.7 facilities: new buildings or changes? $_____

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $21,000
2.2 evaluation costs for continued evaluation? _____
2.3 management support - secretary? $6500 business office? 2000 stipends? $_____ incurred fees? $_____
2.4 training - inservice costs? $ 200
2.5 salaries for career ed employees - f te costs? $ 45,000 fringe benefits included? insurance
how much extra for other benefits? 240
2.6 equipment replacement costs? 2,000
2.7 materials/supplies replacement cost? _____
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____
2.9 contracted services cost? printing $5,000
2.10 media services - required for ongoing of the project? _____ $ 3,000
2.11 transportation costs (field trips, busing, other incurred costs? $ 1,000

total graduates, 1979	22
college entrance	14
job holding	8

NAME OF INSTITUTION: Florida School for the Deaf and the Blind
ADDRESS: PO Box 1709, St. Augustine, Fla. 32084

NAME OF INDIVIDUAL REPORTING INFORMATION: Robert Thomson TITLE: Voc.Eval. Center Coord.
TELEPHONE: (904) 824-1654 x 327 VOICE X TTY X DATE:
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool primary middle jr. high sr. high X

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class ? in specific classes? X
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic vocational X or both .
   2.2 class sizes: (is this limited by program restrictions of career education format?)

   3-5 for eval. 5-10 for group counseling

3. Facilities
   3.1 space - number of classrooms where career education is being used open or self-contained?
   3.2 utilization - is career education a full time or (part time) involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? If so, please identify:

4. Staffing
   4.1 teachers in (career ed) #(full time) 4 #(part-time) (% of time in teaching career ed)
   4.2 para-professionals: # 0 capacity or titles
   4.3 other? librarian counselor X etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # vocational # 4

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   X purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   voc. eval. system by Singer, video tapes of job opportunities of State of Fla.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given will be given required? how much
   by whom? when
   7.2 inservice education - has been given? will be given? required?
   how much? by whom? when?
   Coordinator and Evaluator took courses at U. of S. Fla. in Voc. Eval., Adj. Couns. was trained in Rehab. at U. of Texas

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? Yes If so, please indicate what they are. a VEC report on students evaluated

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

grant - General Revenue picks up 4 out of 6

1. Acquisition costs:

   1.1 design and development costs such as curriculum development? $_____ other? $_____
   1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
   1.3 training costs? $_____ preservice costs? $_____
   1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
   1.5 equipment: media equipment costs? _____ other equipment costs? _____
   1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
   1.7 facilities: new buildings or changes? $_____

A new grant to expand present building is being drawn up. Cost of VEC is around 400,000 which came from VR Grants.

2. Operational costs

   2.1 directional costs - specific director of career ed efforts? $_____
   2.2 evaluation costs for continued evaluation? _____
   2.3 management support - secretary? $_____ business office?_____ stipends? $_____ incurred fees? $_____
   2.4 training - inservice costs? $_____
   2.5 salaries for career ed employees - fte costs? $_____ fringe benefits included?_____ how much extra for other benefits? _____
   2.6 equipment replacement costs?_____
   2.7 materials/supplies replacement cost?_____
   2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.)_____
   2.9 contracted services cost?_____
   2.10 media services - required for ongoing of the project?_____ $_____
   2.11 transportation costs (field trips, busing, other incurred costs? $_____

Salary of 4 out of 6 staff are now on General Revenue

NAME OF INSTITUTION: Governor Baxter School
ADDRESS: Wentworth Island, Falmouth, Maine 04105

NAME OF INDIVIDUAL REPORTING INFORMATION: Robert Kelly TITLE: Ass't. Supt.
TELEPHONE: 207-781-3165 VOICE X TTY DATE: 12/17/79
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? No
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed? No

   1.2 Numbers: preschool primary middle jr. high sr. high

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: 30 hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class in specific classes? X
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic X vocational or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format? No)

3. Facilities
   3.1 space - number of classrooms where career education is being used 18 open or self-contained? X
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? If so, please identify:

   tables, shelves, library resources, media, hard and software

4. Staffing
   4.1 teachers in career ed #(full time) #(part-time) 18 (% of time in teaching career ed 20)
   4.2 para-professionals: # No capacity or titles (% of time in career ed?)
   4.3 other? librarian X counselor X etc.
   4.4 teachers in career ed by department: academic # 14 vocational # 4

5. Equipment
   5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)
   None purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify: 5 16mm Movie projector
   16 overhead projectors
   16 film strip projectors
   4 carousel projectors

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   Scott Foresman kit, Dimmac kit, teacher made programs
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   work books - World of Work, family work

7. Training
   7.1 pre-service education has been given X will be given required? X how much 6-8 hours
   by whom? Supervisory staff when before 1979-80 school year
   7.2 inservice education - has been given? No will be given? required?
   how much? by whom? when?

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? Yes how? field trips - work/study - video -

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? No how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? thru dept. meetings - lesson plans and arranged curriculum

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are. Program is part and parcel of total school program, indiv. breakdown's not done for each area of curriculum or integrated aspects of the curriculum.

No data submitted on page three

NAME OF INSTITUTION: Iowa School for the Deaf
ADDRESS: 1602 Hwy 6, 275, Council Bluffs, IA 51501

NAME OF INDIVIDUAL REPORTING INFORMATION: Dennis Drake TITLE: Careers Coord.
TELEPHONE: 366-0571-eta 20 VOICE X TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: Career Ed K-12

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool primary middle jr. high sr. high

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: 1-2 hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class X ? in specific classes?
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic vocational or both X.
   2.2 class sizes: (is this limited by program restrictions of career education format? NO)

3. Facilities
   3.1 space - number of classrooms where career education is being used open or self-contained?
   3.2 utilization - is career education a full time or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) 13 #(part-time) (% of time in teaching career ed)
   4.2 para-professionals: #none capacity or titles
   4.3 other? librarian 1 counselor 1 etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # vocational # 13

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   ____ purchased with career ed dollars for career ed program
   ____ purchased with other funds at previous time and now used for career ed purposes
   ____ have on hand and plan to use for career education at later time

   Please identify: State money - Title I

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   text books, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given will be given required? how much
   by whom? when
   7.2 inservice education - has been given? will be given? required?
   how much? by whom? when?

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $ _____ other? $ *As we need it.*
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $ _____ resource? $ _____
1.3 training costs? $ _____ preservice costs? $ _____
1.4 evaluation: contract costs for someone coming in? $ _____ release time for someone to do evaluation cost? $ _____ how much time? _____ estimated cost of other evaluation? $ _____
1.5 equipment: media equipment costs? _____ other equipment costs? *average=25000 per year*
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $ *20,000*
1.7 facilities: new buildings or changes? $ *additional 1/2 million +*

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $ _____
2.2 evaluation costs for continued evaluation? *combined - in school - salaries*
2.3 management support - secretary? $ _____ business office? _____ stipends? $ _____ incurred fees? $ _____
2.4 training - inservice costs? $ _____
2.5 salaries for career ed employees - (to costs? $ *12,000 ave.* fringe benefits included? *Hosp. and Life Ins.* how much extra for other benefits? _____
2.6 equipment replacement costs? *flexible*
2.7 materials/supplies replacement cost? *inflation - varies*
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____
2.9 contracted services cost? *machine maintenance = 4000 per year*
2.10 media services - required for ongoing of the project? _____ $ _____
2.11 transportation costs (field trips, busing, other incurred costs? $ *1,000*

NAME OF INSTITUTION: *Kradoff Demonstration Elementary School*
ADDRESS: *7th and Florida Ave. N.E., Washington, D.C. 20001*

NAME OF INDIVIDUAL REPORTING INFORMATION: *Ben Provance* TITLE: *CE Coordinator*
TELEPHONE: *651-5240* VOICE *X* TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: *CE RVES/National Center for Research in Voc. Education*

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perapective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current *X* or projected ____)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool *X* primary *X* middle *X* jr. high ____ sr. high ____

2. Instructional data (current *X* or projected ____)
   2.1 Actual class time of instruction: *5* hrs per (day, (week), month, year)
   If career ed is infused in your program, is it: in every class ____? in specific classes? ____
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic *X* vocational ____ or both ____.
   2.2 class sizes: (is this limited by program restrictions of career education format? *yes*)

   8

3. Facilities
   3.1 space - number of classrooms where career education is being used ____ open or self-contained? *2*
   3.2 utilization - is career education a full time or (part time) involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? ____ If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) ____ #(part-time) *2* (% of time in teaching career ed *20*)
   4.2 para-professionals: # ____ capacity or titles
   4.3 other? librarian ____ counselor ____ etc. ____ (% of time in career ed? ____)
   4.4 teachers in career ed by department: academic # *1* vocational # ____

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   ____ purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   ____ have on hand and plan to use for career education at later time

   Please identify:

   TV equipt.

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   CE Units - Teachers manual, transparencies, students booklets, workbooks, gameboards, etc.
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
   workbooks, worksheets

7. Training
   7.1 pre-service education has been given ____ will be given ____ required? ____ how much ____
   by whom? ____ when ____
   7.2 inservice education - has been given? ____ will be given? ____ required? ____
   how much? *2-3* by whom? *NTID/MSSD (Hopefully)* when? *Fall 1980*

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? ____ how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? ____ how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? *No*

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? *No* If so, please indicate what they are.

No data submitted on page three

NAME OF INSTITUTION: Maryland School for the Deaf
ADDRESS: 101 Clark Place, Frederick, Md. 21701

NAME OF INDIVIDUAL REPORTING INFORMATION: David Denton TITLE: Sup't.
TELEPHONE: 301-662-4159 VOICE X TTY DATE: December 19, 1979
TITLE OF PROGRAM, PROJECT OR EVENT: Career Education Program - Robert Pauden, Coordinator

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current ____ or projected X)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool ____ primary 100 middle ____ jr. high 200 sr. high 130 (approximate)

2. Instructional data (current ____ or projected X)
   2.1 Actual class time of instruction: ____ hrs per (day, week, month, year) involves academic and vocational
   If career ed is infused in your program, is it: in every class X ? in specific classes? ____ classes
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic ____ vocational ____ or both ____.
   2.2 class sizes: (is this limited by program restrictions of career education format? ____)

3. Facilities (Total integration Process) (Projected) involves all department
   3.1 space - number of classrooms where career education is being used 52 ____ open or self-contained?
   3.2 utilization - is career education a full time or part time involvement? full time involvement
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? X ____ If so, please identify:
   We have our Career Resource Center/Vocational Evaluation Center in Vocational Building.

4. Staffing
   4.1 teachers in career ed #(full time) 55 #(part-time) ____ (% of time in teaching career ed 60)
   4.2 para-professionals: # ____ capacity or titles ____
   4.3 other? librarian X counselor ____ etc. work/study coord. (% of time in career ed? ____)
   4.4 teachers in career ed by department: academic # 42 vocational # 13

5. Equipment
   5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)
   N/A purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes (Vaenar component work samples)
   X have on hand and plan to use for career education at later time

   Please identify:
   (Purchase Career Ed. Materials and filmstrips)

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   Filmstrips, movies, kits, workbooks
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given ____ will be given ____ required? ____ how much ____
   by whom? ____ when ____
   7.2 inservice education - has been given? ____ will be given? X required? ____
   how much? ____ by whom? Robert Pauden when? hopefully in the spring

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? X how? work closely with academic/vocational teachers

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? ____ how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? In the preliminary stage

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting format which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $_____ other? $_____

N/A 1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____

1.3 training costs? $_____ preservice costs? $_____

1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____

1.5 equipment: media equipment costs? _____ other equipment costs? $3,600

1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $ 1,000

1.7 facilities: new buildings or changes? $_____

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $_____ State Position

2.2 evaluation costs for continued evaluation? _____

2.3 management support - secretary? $_____ business office?_____ stipends? $_____ incurred fees? $_____

2.4 training - inservice costs? $_____

2.5 salaries for career ed employees - fte costs? $ Coordinator fringe benefits included? Yes
how much extra for other benefits? _____

2.6 equipment replacement costs? $150.00

2.7 materials/supplies replacement cost? $600.00

2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____

2.9 contracted services cost? _____

2.10 media services - required for ongoing of the project?_____ $_____

2.11 transportation costs (field trips, busing, other incurred costs? $ covered by the school

NAME OF INSTITUTION: Model Secondary School for the Deaf
ADDRESS: Gallaudet College, Kendall Green, Washington, D.C. 20002

NAME OF INDIVIDUAL REPORTING INFORMATION: Richard Steffan TITLE: Asst. to Director of Educ.
TELEPHONE: (202) 651-5800 VOICE X TTY X DATE: March 1980
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool primary middle jr. high sr. high 334

2. Instructional data (current or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year) 5 days X 46 Minutes
   If career ed is infused in your program, is it: in ~~every~~ classes X ? in specific classes? X
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic X vocational or both .
   2.2 class sizes: (is this limited by program restrictions of career education format?)

3. Facilities
   3.1 space - number of classrooms where career education is being used 3 open or self-contained? self contained
   3.2 utilization - is career education a full time or part time involvement? full
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:

   Career Resources Area in Learning Resources Center

4. Staffing
   4.1 teachers in career ed #(full time) 3 #(part-time) (% of time in teaching career ed)
   4.2 para-professionals: # capacity or titles
   4.3 other? librarian 1 counselor etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # vocational #

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   No purchased with career ed dollars for career ed program
   Yes purchased with other funds at previous time and now used for career ed purposes
   Yes have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given X will be given required? how much 1 workshop
   by whom? NTID when Oct '79
   7.2 inservice education - has been given? X will be given? X required?
   how much? 1 workshop by whom? MSSD Training Team when?

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? yes how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

No data submitted for page three

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $ N/A other? $
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $ resource? $
1.3 training costs? $ preservice costs? $
1.4 evaluation: contract costs for someone coming in? $ release time for someone to do evaluation cost? $ how much time? estimated cost of other evaluation? $
1.5 equipment: media equipment costs? other equipment costs?
1.6 materials and supplies: (books, filmstrips, tapes, advice, etc.) $
1.7 facilities: new buildings or changes? $

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $
2.2 evaluation costs for continued evaluation?
2.4 management support - secretary? $ business office? stipends? $ incurred fees? $
2.4 training - inservice costs? $
2.5 salaries for career ed employees - FTE costs? $ fringe benefits included? how much extra for other benefits?
2.6 equipment replacement costs?
2.7 materials/supplies replacement cost?
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.)
2.9 contracted services cost?
2.10 media services - required for ongoing of the project? $
2.11 transportation costs (field trips, busing, other incurred costs? $

NAME OF INSTITUTION: Montana School for the Deaf and the Blind
ADDRESS: 3911 Central Avenue, Great Falls, Mont. 59405

NAME OF INDIVIDUAL REPORTING INFORMATION: Chris Dubuc — TITLE: Learning Coordinator
TELEPHONE: 453-1421 VOICE X TTY X — DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: Experience Based Career Education

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: pre-school primary middle jr. high 7 sr. high 15

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year) Group A-2 1/2 hr/day Group B-1 1/2 hr/wk
   If career ed is infused in your program, is it: in every class ? in specific classes? X
   If specific classes - please identify which course areas are involved: math, reading, business, basic living skills

   If specific classes - please identify if these courses are academic vocational or both X.
   2.2 class sizes: (is this limited by program restrictions of career education format? No)

3. Facilities
   3.1 space - number of classrooms where career education is being used 11 open or self-contained?
   3.2 utilization - is career education a (full time) or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify: A career and vocational Readiness center has been established in the library

4. Staffing
   4.1 teachers in career ed #(full time) 1 #(part-time) 12 (% of time in teaching career ed varies
   4.2 para-professionals: # capacity or titles
   4.3 other: libration counselor etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # 12 vocational # 1

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   Yes purchased with career ed dollars for career ed program
   Yes purchased with other funds at previous time and now used for career ed purposes
   Yes have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.
   films, filmstrips, kits
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
   Yes - we use career-related workbooks, computer print-outs, posters, etc.

7. Training
   7.1 pre-service education has been given X will be given required? X how much 2 weeks
   by whom? Certified EBCE staff leader when April 1979
   7.2 inservice education - has been given? X will be given? required? full time career Ed.
   how much? by whom? EBCE staff members when? on going coordination

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how? All students partake in job sampling in the community

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? guest speakers

   8.12 communication - regular system of communication of the career ed efforts is established (yes) no) If yes, how is this done? Quarterly staff meetings

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are. Specific EBCE reporting file system

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase. *We're making use of CETA funds*

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $_____ other? $_____
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
1.3 training costs? $_____ preservice costs? $_____
1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
1.7 facilities: new buildings or changes? $_____

Because experience based career ed. is based on using the community as a classroom, there were few acquisition costs.

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $_____
2.2 evaluation costs for continued evaluation? _____
2.3 management support - secretary? $_____ business office?_____ stipends? $_____ incurred fees? $_____
2.4 training - inservice costs? $_____
2.5 salaries for career ed employees - fte costs? $_____ fringe benefits included?_____
how much extra for other benefits? _____
2.6 equipment replacement costs?_____
2.7 materials/supplies replacement cost?_____
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.)_____
2.9 contracted services cost?_____
2.10 media services - required for ongoing of the project?_____ $_____
2.11 transportation costs (field trips, busing, other incurred costs? $_____

The experience based career ed. model also has few operational costs because of community involvement. It makes use of materials available through the school library and our own captioned film library. The only operational costs (again, making use of CETA monies) are the budget for the learning coordinator, which include salary, fringe and travel. There is also within that budget, money allowed for materials. These materials include such things as individual workbooks, etc.

NAME OF INSTITUTION: New Mexico School for the Deaf
ADDRESS: 1060 Cerrillos Road, Santa Fe, N.M 87501

NAME OF INDIVIDUAL REPORTING INFORMATION: Robert Edwards-Sup. Tchr., Ric Gonzales Pr. TITLE: Roz Bradford Sup.Tchr.
TELEPHONE: (505) 983-3321 VOICE X TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool 50 primary 35 middle 20 jr. high 44 sr. high 60

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: 7 hrs per (day) week, month, year)
   If career ed is infused in your program, is it: in every class ? in specific classes? X
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic X vocational X or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format?)

3. Facilities
   3.1 space - number of classrooms where career education is being used 15 open or self-contained? ??
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? No If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) 0 #(part-time) (% of time in teaching career ed)
   4.2 para-professionals: # 0 capacity or titles
   4.3 other? librarian 1 counselor 1 etc. (% of time in career ed? 10%)
   4.4 teachers in career ed by department: academic # vocational #

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   0 purchased with career ed dollars for career ed program
   0 purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:
   16mm movie projector
   film strip projector
   tape recorder

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given will be given X required? how much
   by whom? career ed team when teachers' meeting in Dec. or Jan.
   7.2 inservice education - has been given? will be given? X required?
   how much? by whom? career ed team when? 1980-81 school year

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? Yes how? School arranged

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

No data submitted on page three

NAME OF INSTITUTION: North Dakota School for the Deaf
ADDRESS: Devils Lake, N.D. 58301

NAME OF INDIVIDUAL REPORTING INFORMATION: J. R. Rainey TITLE: Dir. of Ed.
TELEPHONE: 662-2325 VOICE X TTY DATE: 3-4-80
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? Yes
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed? Yes

   1.2 Numbers: preschool 5 primary 22 middle jr. high 27 sr. high 26

2. Instructional data (current or projected)
   2.1 Actual class time of instruction: 5 hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class X ? in specific classes? X
   If specific classes - please identify which course areas are involved:
   As part of our curriculum in Dorm and Academic Classes, Pre-Voc. Classes 6-10, Area Voc. School 10-12 and local program.

   If specific classes - please identify if these courses are academic X vocational X or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format? No)

3. Facilities
   3.1 space - number of classrooms where career education is being used 14 open or self-contained? 5
   3.2 utilization - is career education a full time or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) 1 #(part-time) 21 (% of time in teaching career ed 10)
   4.2 para-professionals: # capacity or titles
   4.3 other? librarian 1 counselor 12 etc. (% of time in career ed? 10)
   4.4 teachers in career ed by department: academic # 18 vocational # 4

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   0 purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given will be given X required? how much
   by whom? when
   7.2 inservice education - has been given? will be given? required?
   how much? by whom? when?

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how?

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? Thru advising committees

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available?

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? If so, please indicate what they are.

No data submitted on page three

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NAME OF INSTITUTION: Phoenix Day School for the Deaf
ADDRESS: 1455 W. Maryland Avenue, Phoenix, Arizona 85021

NAME OF INDIVIDUAL REPORTING INFORMATION: J. Jay Farman / Alan M. Holmod TITLE: Director/Ass't. Dir.
TELEPHONE: (602) 255-3448 VOICE ____ TTY 255-5102 DATE: 3/14/80
TITLE OF PROGRAM, PROJECT OR EVENT: ____

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected ____)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool 33 primary 25 middle 33 jr. high 22 sr. high 30

2. Instructional data (current X or projected ____)
   2.1 Actual class time of instruction: 5 1/2 hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class Yes ? in specific classes? ____
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic ___ vocational ___ or both ___.
   2.2 class sizes: (is this limited by program restrictions of career education format? No ___)

   1:7

3. Facilities
   3.1 space - number of classrooms where career education is being used 22 open or self-contained? 5 rotating 17 Self-C.
   3.2 utilization - is career education a full time or part time involvement? ____
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:
   Instructional media center, library, science/math resource room, study carrells, house for daily living skills

4. Staffing
   4.1 teachers in career ed #(full time) 22 #(part-time) 2 (% of time in teaching career ed 2) Infused
   4.2 para-professionals: # 6 capacity or titles Teacher Aides
   4.3 other? librarian 1 counselor 1 etc. Media Dir. (% of time in career ed? ____)
   4.4 teachers in career ed by department: academic # 22 vocational # Pre-Voc 2

5. Equipment
   5.1 Hardwares which are used by more than one class (such as projectors, tvs, other media equipment)
   0 purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   ____ have on hand and plan to use for career education at later time
   All such equipment used, but not purchased specifically for career ed or with career ed money
   Please identify:
   Filmstrip machines, TV's. Overheads, 16mm projectors, Project Life machines, slide projectors
   None specifically for career ed.

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

7. Training
   7.1 pre-service education has been given X will be given ___ required? ___ how much ____
   by whom? NPCE when? 78/79 (fall) 79/80 (fall) (Rochester and Berkeley)
   7.2 inservice education - has been given? ____ will be given? X required? ____
   how much? ____ by whom? ____ when? ____
   April 1980: School Cadre: U. of Az. (Dr. Kozlowski - date pending)
   Fall 1980: Career Ed. Consultants - to be determined

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? ____ how? Field trips, Jr/Sr High Seminars

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? ____ how?

   .12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $_____ other? $_____
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $_____ resource? $_____
1.3 training costs? $_____ preservice costs? $_____
1.4 evaluation: contract costs for someone coming in? $_____ release time for someone to do evaluation cost? $_____ how much time? _____ estimated cost of other evaluation? $_____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $_____
1.7 facilities: new buildings or changes? $_____

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $_____
2.2 evaluation costs for continued evaluation? _____
2.3 management support - secretary? $_____ business office? _____ stipends? $_____ incurred fees? $_____
2.4 training - inservice costs? $_____
2.5 salaries for career ed employees - FTE costs? $_____ fringe benefits included? _____ how much extra for other benefits? _____
2.6 equipment replacement costs? _____
2.7 materials/supplies replacement cost? _____
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____
2.9 contracted services cost? _____
2.10 media services - required for ongoing of the project? _____ $_____
2.11 transportation costs (field trips, busing, other incurred costs? $_____

We have recently submitted a grant request for $14,000 for a Career Ed./Pre-Voc. Ed. project. Notice of tentative approval or disapproval will be given on May 15, 1980.

NAME OF INSTITUTION: Regional Program for the Deaf
ADDRESS: 7910 Market St. S.E., Portland, Oregon 97213

NAME OF INDIVIDUAL REPORTING INFORMATION: Sally Browder TITLE: Supervisor
TELEPHONE: (503) 777-1445 VOICE # TTY DATE: Jan. 25, 1980
TITLE OF PROGRAM, PROJECT OR EVENT: Career Ed and Work Experience Program

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?

   1.2 Numbers: preschool primary 30 middle 30 jr. high 10 sr. high 88

2. Instructional data (current or projected)
   2.1 Actual class time of instruction: hrs per (day, week, month, year)
   If career ed is infused in your program, is it: in every class X ? in specific classes? x both
   If specific classes - please identify which course areas are involved:
   More time spent on CE activities on HS level

   If specific classes - please identify if these courses are academic vocational or both X .
   2.2 Class sizes: (is this limited by program restrictions of career education format? Yes)

3. Facilities
   3.1 space - number of classrooms where career education is being used both open or self-contained?
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? If so, please identify:

4. Staffing
   4.1 teachers in career ed #(full time) 2 #(part-time) (% of time in teaching career ed)
   4.2 para-professionals: # 5 capacity or titles Vocational aides
   4.3 other? librarian counselor etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # 30 vocational # 8

5. Equipment
   5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)
   2 purchased with career ed dollars for career ed program
   All equipment X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

   all types of media - TV's, projectors, etc.

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   too much to list

7. Training
   7.1 pre-service education has been given X will be given required? how much 40
   by whom? University CE instructors when school year 1978-79
   7.2 inservice education - has been given? X will be given? required?
   how much? 20 hours by whom? university when? school year 1979-80

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how? all of the items listed

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.) Yes how? presentations

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? I assume so, I really do not understand the question.

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? Yes If so, please indicate what they are. Evaluated by state annually

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $ _____ other? $ _____
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $ _____ resource? $ _____
1.3 training costs? $ _____ preservice costs? $ _____
1.4 evaluation: contract costs for someone coming in? $ _____ release time for someone to do evaluation cost? $ _____ how much time? _____ estimated cost of other evaluation? $ _____
1.5 equipment: media equipment costs? _____ other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $ _____
1.7 facilities: new buildings or changes? $ _____

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $ 5,000
2.2 evaluation costs for continued evaluation? 1,000
2.3 management support - secretary? $ 2,000 business office? ?,000 stipends? $ _____ incurred fees? $ _____
2.4 training - inservice costs? $ _____
2.5 salaries for career ed employees - fte costs? $ 55,000 fringe benefits included? No
how much extra for other benefits? _____
2.6 equipment replacement costs? 0 - in other budgets
2.7 materials/supplies replacement cost? 500
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) N/A
2.9 contracted services cost? None
2.10 media services - required for ongoing of the project? _____ $ 200
2.11 transportation costs (field trips, busing, other incurred costs? $ 3,000

NAME OF INSTITUTION: St. Mary's School for the Deaf
ADDRESS: 2253 Main St., Buffalo, N. Y. 14214

NAME OF INDIVIDUAL REPORTING INFORMATION: Sam Taneff TITLE: Vice Prin./Director of Support Services
TELEPHONE: 716-834-7200 VOICE X TTY DATE: 12-7-79
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? 1/3 are
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed? Yes
   Concern: language level of materials, & "add on" rather than "infusion"
   1.2 Numbers: preschool 12 primary 47 elem. 87 jr. high 125 sr. high] total 240

2. Instructional data (current or projected X)
   2.1 Actual class time of instruction: hrs per (day, week, month, year) not identified
   If career ed is infused in your program, is it: in every class 40 ? in specific classes? Yes
   If specific classes - please identify which course areas are involved: This year, we are in a "dormant" stage - Our goal is to develop a truly "infused" model.

   If specific classes - please identify if these courses are academic vocational or both X .
   2.2 class sizes: (is this limited by program restrictions of career education format? No)
   Avg. (5)

3. Facilities
   3.1 space - number of classrooms where career education is being used 35 primary open or self-contained? 35
   3.2 utilization - is career education a full time or part time involvement? part time
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which can be used for career education efforts? If so, please identify:
   Tables, stackable chairs

4. Staffing
   4.1 teachers in career ed #(full time) 0 #(part-time) 0 (% of time in teaching career ed)
   4.2 para-professionals: # 0 capacity or titles
   4.3 other? librarian 1 counselor 1 etc. Voc. Ass't. (1) (% of time in career ed? 15-20 .
   4.4 teachers in career ed by department: academic # 15 (4 left)* vocational # 4 indust. arts 3 home ec.

   * using Munson's Model of Career education dormant this year).

5. Equipment
   5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)
   No purchased with career ed dollars for career ed program
   No purchased with other funds at previous time and now used for career ed purposes
   * Yes have on hand and plan to use for career education at later time

   Please identify:
   We have Munson's total package; and I feel some will be used later (e.g. career briefs, work functions slides, values clarification)

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. v, instructional manuals, etc.
   Munson materials and City of Rochester materials (Articulated Career Guidance Programs in Prim & Ele. Depts)
   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)
   Field trip manuals

7. Training
   7.1 pre-service education has been given X will be given required? No how much 3 workshops
   by whom? Taneff and English Tchr. (Downey) when After Munson's program
   7.2 inservice education - has been given? X will be given? required? No
   how much? 1 day by whom? City of Rochester Staff when? Spring 1978
   (Articulated Career Guidance Program) (Morley Schloss)

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program
   Vocational Advisory Counsel such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? X how? Career days, field trips, limited work-study program).

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? X how? Career Days

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done? Regular written evaluation when Munson's materials were being used.

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

COSTS OF CAREER EDUCATION EFFORTS: If your program is in the planning stages, identify costs as projected for the acquisition phase and eliminate the operational phase.

1. Acquisition costs:

1.1 design and development costs such as curriculum development? $ 12,500 other? $ 3,500 (typing and printing.
1.2 implementation and installation costs, such as construction of physical plant or physical changes within existing plant? $ _____ resource? $ _____
1.3 training costs? $ 5,000 preservice costs? $ _____
1.4 evaluation: contract costs for someone coming in? $ _____ release time for someone to do evaluation cost? $ _____ how much time? _____ estimated cost of other evaluation? $ _____
1.5 equipment: media equipment costs? 1,500 other equipment costs? _____
1.6 materials and supplies: (books, filmstrips, tapes, movies, etc.) $ 1,000
1.7 facilities: new buildings or changes? $ _____

2. Operational costs

2.1 directional costs - specific director of career ed efforts? $ _____
2.2 evaluation costs for continued evaluation? _____
2.3 management support - secretary? $ _____ business office? _____ stipends? $ _____ incurred fees? $ _____
2.4 training - inservice costs? $ _____
2.5 salaries for career ed employees - fte costs? $ _____ fringe benefits included? _____ how much extra for other benefits? _____
2.6 equipment replacement costs? _____
2.7 materials/supplies replacement cost? _____
2.8 facilities - operational and maintenance (janitorial, career equipment repair, etc.) _____
2.9 contracted services cost? _____
2.10 media services - required for ongoing of the project? _____ $ _____
2.11 transportation costs (field trips, busing, other incurred costs? $ _____

travel monies to Gallaudet and Genessee Community College

NAME OF INSTITUTION: SELACO - Downey H.S. 2nd format - Selaco South
ADDRESS: 11044 S. Brookshire Ave., Downey, CA 90241

NAME OF INDIVIDUAL REPORTING INFORMATION: Carolyn Rowland TITLE: Work-Exp. teacher
TELEPHONE: (213) 861-1218 VOICE X TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT: Voc. Program Most answers reflect work-study not career ed.

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education?
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed?
   Ed. Retarded: Behavior: LD: Deaf-Blind

   1.2 Numbers: preschool primary middle jr. high sr. high 101 + 24 H.H. itinerant

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: 1 hrs per (day, week, month, year) until sr. then ? hrs.
   If career ed is infused in your program, is it: In every class ? in specific classes? add-on
   If specific classes - please identify which course areas are involved: class in itself

   If specific classes - please identify if these courses are academic vocational or both .
   2.2 class sizes: (is this limited by program restrictions of career education format?)

   legal: 8 Calif. Ed. Code

3. Facilities
   3.1 space - number of classrooms where career education is being used 5 + Comm. ctr. classrooms or industry
   3.2 utilization - is career education a full time or part time involvement? sch or self-contained both
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? Yes If so, please identify:

   stoves, refrig., pans, work benches

4. Staffing
   4.1 teachers in career ed #(full time) 1 #(part-time) 5 (% of time in teaching career ed 25-50)
   4.2 para-professionals: # 4 capacity or titles aides
   4.3 other? librarian counselor 1 nurse (% of time in career ed? No)
   4.4 teachers in career ed by department: academic # vocational #
   both # 6

5. Equipment
   5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)
   0 purchased with career ed dollars for career ed program
   x purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:

   ? computers, all other items

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc.

   non-verbal videotapes, cleaning worktools, cooking, etc. for life skills; road signs, slides

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.)

   none

7. Training
   7.1 pre-service education has been given no will be given required? how much
   by whom? when
   7.2 inservice education - has been given? Yes will be given? required? Yes
   how much? 20 min. pres. by whom? Carolyn Rowland when?

8. Other 3 hr. delivery from respondents
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs with business and industry? Yes how? pre work experience in the school

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? Yes how? Soroptomist

   8.12 communication - regular system of communication of the career ed efforts is established (yes, no) If yes, how is this done?

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? No

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? Yes If so, please indicate what they are.

Directive from county office
No data submitted for page three

NAME OF INSTITUTION: Utah School for the Deaf and the Blind
ADDRESS: 846 20th St., Ogden, UT 84401

NAME OF INDIVIDUAL REPORTING INFORMATION: Bob Fletcher TITLE: Curriculum Coord.
TELEPHONE: (801) 399-9631 VOICE X TTY DATE:
TITLE OF PROGRAM, PROJECT OR EVENT:

DESCRIPTION OF CAREER EDUCATION EFFORTS: The questions concern the existing career education efforts your school has at this time. If your program does not have an actual program, but does have written plans for future implementation, please answer the questions with that perspective. Your answers should indicate the existing program.

1. Students served: (Please indicate with X if these are current X or projected)
   1.1 Characteristics (other than hearing-impairment) which will affect adaptation of materials
   e.g. Do you have identified deaf-multiply-handicapped students enrolled in career education? yes 50%
   Do you have identified gifted deaf or hard of hearing students enrolled in career ed? yes 6%

   1.2 Numbers: preschool 10 primary 75 middle 45 jr. high 90 sr. high 60

2. Instructional data (current X or projected)
   2.1 Actual class time of instruction: 6 hrs per (day, week, month, year)
   If career ed is infused in your program, is it: In every class X ? In specific classes?
   If specific classes - please identify which course areas are involved:

   If specific classes - please identify if these courses are academic X vocational X or both .
   2.2 class sizes: (Is this limited by program restrictions of career education format? 6.5)

3. Facilities
   3.1 space - number of classrooms where career education is being used open or self-contained?
   3.2 utilization - is career education a full time or part time involvement?
   3.3 furnishings - other than desks and chairs are there tables, shelvings, learning centers, partitions, etc. which are used for career education efforts? yes If so, please identify:

   100 portable lab sampling kits

4. Staffing 56 classrooms - career awareness and exploration
   4.1 teachers in career ed #(full time) 2 #(part-time) X (% of time in teaching career ed 80%) infused
   4.2 para-professionals: # 0 capacity or titles into each
   4.3 other: librarian counselor etc. (% of time in career ed?)
   4.4 teachers in career ed by department: academic # vocational #

5. Equipment
   5.1 Hardware which are used by more than one class (such as projectors, tvs, other media equipment)
   purchased with career ed dollars for career ed program
   X purchased with other funds at previous time and now used for career ed purposes
   have on hand and plan to use for career education at later time

   Please identify:
   each classroom has overhead, filmstrip and access to 35 mm (not CE money)

6. Materials
   6.1 program related (used by a class) for career ed purposes. E.G. kits, instructional manuals, etc. Yes

   6.2 individual expendible materials (workbooks, replacement parts for kits, computer print outs, etc.) Yes

7. Training
   7.1 pre-service education has been given some will be given more required? how much
   by whom? CE team when
   7.2 inservice education - has been given? no will be given? yes required?
   how much? to be determined by whom? school team when? Late 1980

8. Other
   8.1 additional support
   8.11 community - visible evidence of community interest and participation in career ed program such as field trips, video tapes, speakers, exploratory on-the-job programs, work-study programs
   with business and industry? Yes how? some now but more community involvement

   with clubs and organizations (such as Rotary, Lions, Kiwanis, etc.)? how?

   8.12 communication - regular system of communication of the career ed efforts is established
   (yes) no) If yes, how is this done? Through the schools management team - composed of the principal, asst. principal and each dept. curriculum coordinator

OUTCOMES OF CAREER EDUCATION EFFORTS:

1. Is there an ESEA Title I evaluation report on file and available? Yes

2. Is there another numerical reporting form(s) which are used to evaluate career ed efforts? No If so, please indicate what they are.

No data submitted for page three